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Ontario

Ministry
of
Education

The Honourable Sean Conway, Minister
Bernard J. Shapiro, Deputy Minister

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INTRODUCTION

The Ministry of Education, Ontario, is dedicated to the principle of equal opportunity for women, both within the ministry and at all levels of the educational system. In January 1985, school boards became the first public-sector employers to participate in the Affirmative Action Incentive Fund, a program designed to encourage boards to undertake special measures for their female employees in order to increase their level and occupational distribution in the educational system.

This first annual report to the Legislature on affirmative action/employment equity for women in Ontario school boards contains board statistics pertaining to the status of women in education in 1985. It documents as well board progress in implementation of affirmative action programs during the first year of the incentive fund.

The report will cover the following areas:

- a) a historical overview of the status of women in the education sector;
- b) the current status of women's employment in school boards obtained from survey results, primarily from information contained in the September school and board reports for 1985. These reports provide bench-mark information on the status of women in the education sector;
- c) the Affirmative Action Incentive Fund program established by the Ministry of Education in co-operation with the Ontario Women's Directorate to encourage school boards to develop and implement an affirmative action program for their female employees;
- d) initiatives undertaken through the Affirmative Action Incentive Fund program and a preliminary indication of some of the results achieved to date. Since the current funding program is still underway, affirmative action initiatives arising in the school boards from this program are expected to develop further.

A. HISTORICAL OVERVIEW: THE STATUS OF WOMEN IN EDUCATION

Statistics show some modest increases in the numbers of women in positions of added responsibility since the early 1970s when the Ministry of Education began to promote equal-opportunity policies at the board level. In 1976, 2 per cent of the supervisory officers were female; in 1984, that proportion had increased to 4 per cent. In 1972, 3 per cent of all secondary-school principals were women, as compared to 5 per cent in 1984. Moreover, in 1984, 22 per cent of all elementary-school vice-principals were women, a significant growth from 14 per cent in 1972.

In recent years, there has been a notable increase in the number of women who have successfully obtained principal and supervisory-officer qualifications. In 1975, 18 per cent of all recipients of principal qualifications were female. Ten years later (1985), that figure had increased to 42 per cent. In 1976, 11 per cent of the supervisory-officers' certificates issued went to women. Ten years later (1986), that proportion had increased to 40 per cent. Despite the fact that increasing numbers of women are qualified for, and interested in, positions of added responsibility, few of them have yet been appointed to administrative positions.

B. SUMMARY OF THE CURRENT STATUS OF WOMEN'S EMPLOYMENT IN ONTARIO
SCHOOL BOARDS

Methodology of Data Collection and Analysis

In early December 1984, the Minister of Education wrote to all school boards in Ontario, requesting that they take formal measures to develop and implement affirmative action programs for women. One of the requested measures was a reporting mechanism that would enable each board and the ministry to chart the programs' progress and development. Each board would submit annually, to the ministry, data on the occupational and salary distributions of male and female board staff. The ministry would collate and analyse all data supplied and produce a provincial report on the status of female employees in Ontario's school boards.

Rather than devising a separate data-collection vehicle for the required affirmative action information, the ministry incorporated the reporting instrument into an already existing vehicle, used annually by all boards.

Thus, as part of the September Board Report, 1985, each school board was requested to provide occupation and salary data, by sex, for its employees, as well as affirmative action policy and program information. Additional data for this report were extracted from the September school reports, which are completed annually by school principals. The data have been validated using manual and automated procedures.

Explanation and Limitations of the Data

In Tables 1 to 4, all data presented pertain only to full-time board and school personnel. Part-time personnel and full-time personnel who are remunerated on a fee-for-service or contractual basis are excluded from the analysis. Full-time permanent personnel currently on secondment or maternity leave are accorded full-time status and are included in the analysis. Boards were instructed to include persons having an overall full-time status, but with part-time status in two or more occupational categories, in the category where most of their time is spent. In cases where a person spent an equal amount of time in all occupational categories, that person was arbitrarily assigned a category.

With the advent of the 1985-86 school year, thirty-five Roman Catholic school boards began to operate secondary-level schools. Where appropriate, these boards have entered their staff data under "Secondary School" staff categories.

Although there were 182 school boards on September 30, 1985, the analysis applies to 163 boards. Of the 19 boards excluded from the analysis, 10 did not operate schools, 8 operated only education programs or schools in treatment centres and one school board submitted insufficient information.

Data Presented in Tables and Charts

Table 1 presents the distribution, by sex, within occupational categories for all full-time school and board personnel as of September 30, 1985. The table documents the underrepresentation of women in positions of added responsibility in school boards. Positions of added responsibility include the senior positions of director of education, assistant director of education, consultant and other supervisory officers as well as principals, vice-principals, and department and assistant department heads. For example, only 3 per cent of the 116 directors of education are female; moreover, only 6 per cent of the 693 supervisory officers are female. Only 9 per cent of Ontario's 704 secondary-school principals are female, and only 14 per cent of Ontario's 3753 elementary-school principals are female.

The table also shows the concentration of males and females in traditional job categories. Approximately 94 per cent of Ontario's 3141 paid teacher-aides are female; approximately 96 per cent of Ontario's 9855 clerical and secretarial staff in the education sector are female; and approximately 90 per cent of the 14 770 plant operation and maintenance staff in the education sector are male.

Table 2 illustrates the representation of full-time employees, by position and sex, within and across the three major occupational groups in the education sector. Group 1 includes the senior positions of director of education, assistant director of education, consultant and other supervisory officers. Group 2 refers to educational staff employed in schools and school board offices. These include principals, vice-principals, department and assistant department heads and teachers. Group 3 includes non-teaching staff employed in schools and school boards. Some of the highlights of the information contained in this table include the following:

- ° Approximately 2.7 per cent of all male full-time employees are found in the more senior positions, as compared to about 1.4 per cent of all females.

- ° Approximately 8 per cent of all males in the senior positions are directors or assistant directors of education, as opposed to fewer than 0.5 per cent of all females.
- ° Approximately 40 per cent of all males in the senior positions are supervisory officers, compared to slightly more than 4 per cent of all females.
- ° Just under 9 per cent of all male educational staff are principals, as compared to slightly more than 1 per cent of all female educational staff.
- ° Approximately 13 per cent of all male educational staff are department heads, as compared to 4 per cent of all females in this group.
- ° About 75 per cent of all female educational staff are in the elementary panel, as compared to 43 per cent of all males in this category.
- ° Approximately 92 per cent of all females occupy positions as classroom teachers, as compared to 69 per cent of all males.
- ° Approximately 57 per cent of all female non-teaching staff are in clerical and secretarial positions, as compared to 2 per cent of all males in this group.

Detailed information about occupational groups by sex for each board and region is included in Appendix 1, "Female Administrators as a Percentage of Total Administrative Staff, 1985".

Table 3 illustrates the distribution of school boards reporting full-time employees within each occupational category, by sex composition of those employees (all-male staff; all-female staff; both male and female staff). Highlights of information provided in this table include the following:

- ° Seventy-seven per cent of the boards reporting supervisory officers have an all-male supervisory-officer staff.
- ° Sixty-eight per cent of the boards that operate secondary schools do not employ any female secondary-school principals.
- ° Approximately 59 per cent of the boards that operate secondary schools do not employ any female secondary-school vice-principals.
- ° Approximately 70 per cent of the boards reporting individuals in the "clerical and secretarial" category have all-female staff in that occupational category.

Table 4 presents the average individual salary (achieved by dividing the total salary bill for a cohort by the total members in that cohort), of each occupational category, by position and sex. The table does not take into account such variables as age, experience, and qualifications,

which may account for an undetermined amount of the male/female salary discrepancy. Detailed analysis of the characteristics of individual staff is required in order to assess the impact of these variables on salary distribution. The ministry does not at present collect detailed personal information on all individual staff. In the non-teaching occupational groups, variables related to the precise nature of the job are also not presently available. Highlights of information shown in this table include the following:

- ° The average salary of a female consultant is about 93 per cent of that of a male in that category.
- ° The average salary of a female secondary-school department head is about 95 per cent of that of a male in that category.
- ° The average salary of a female elementary-school teacher is about 90 per cent of that of a male in that category.
- ° The average annual salary of women reported in the clerical and secretarial category is 75 per cent of that of men in that category.
- ° The average salary of a female in pupil transportation is about 64 per cent of that of a male in that category.

Table 5 presents the number of full-time educational staff by sex, salary range, and type of duty in the Ontario secondary-school system. The table shows that of those educational staff earning salaries of less than \$30 000, 1424 are women and 1118 are men, approximately 12 per cent and 5 per cent, respectively, of female and male staffs. Therefore, for every three men making less than \$30 000, there are about four women. Moreover, based on these percentages, more than twice as many of the total female staff earn less than \$30 000 than of the total male staff.

By contrast, of those educational staff earning \$51 000 or more, 142 are women and 1274 are men, that is, approximately 1 per cent of the total female educational staff and 5 per cent of the total male educational staff. Therefore, in this salary category men outnumber women by almost 9 to 1. However, in terms of the percentage distribution of the respective staffs, approximately five times more men than women are concentrated in this category.

The median salaries for female and male secondary-school educational staff are \$41 732 and \$45 507, respectively. Male and female salary distributions in the secondary panel are illustrated in Figure 1.

Table 6 presents the number of full-time educational staff by sex, salary range, and type of duty in the elementary-school system. The table shows that of those earning salaries of less than \$30 000,

10 282 are women and 1359 are men, that is, approximately 28 per cent and 8 per cent of the total educational female and male staffs, respectively. For every man in this salary category, there are approximately eight women.

By contrast, of those educational staff earning \$51 000 or more, 308 are women and 2398 are men, that is, 0.8 per cent and 14 per cent of the total female and male educational staffs, respectively. For every woman in this salary category, there are approximately eight men, an inversion of the finding for the lower salary category.

The median salary for the female educational staff in the elementary-school system is \$35 613, while that for the male educational staff is \$42 980. Male and female salary distributions in the elementary panel are illustrated in Figure 2.

TABLE 1

Distribution of Full-Time Employees,
by Sex, Within Occupational Category

FULL-TIME BOARD AND SCHOOL PERSONNEL*

<u>Occupational Category</u>	<u>Number of Employees and Percentage Distribution</u>			
	<u>Males</u>	<u>%</u> <u>Male</u>	<u>Females</u>	<u>%</u> <u>Female</u>
GROUP 1				
Directors of Education	113	97.4	3	2.6
Assistant Directors of Education	26	100.0	-	-
Supervisory Officers	651	93.9	42	6.1
Consultant Staff	860	48.8	901	51.2
GROUP 2				
<u>Principals</u>				
Elementary	3 222	85.9	531	14.1
Secondary	642	91.2	62	8.8
<u>Vice-principals</u>				
Elementary	1 217	75.5	394	24.5
Secondary	833	88.2	111	11.8
<u>Department Heads</u>				
Elementary	197	42.0	272	58.0
Secondary	5 570	74.9	1 866	25.1
<u>Assistant Department Heads</u>				
Elementary	66	63.5	38	36.5
Secondary	2 017	72.0	783	28.0
<u>Teachers</u>				
Elementary	14 491	26.9	39 295	73.1
Secondary	15 955	62.9	9 429	37.1
GROUP 3				
Other Professional Staff (non-teaching)	363	34.3	697	65.7
<u>Paraprofessionals</u>				
Paid Teacher-Aides	205	6.5	2 936	93.5
Technicians	513	71.8	202	28.2
Other	92	20.2	364	79.8
Clerical and Secretarial	364	3.7	9 491	96.3
<u>Other Staff on Board's Payroll</u>				
Business Administration and Computer Services	973	63.2	566	36.8
Plant Operation and Maintenance	13 241	89.7	1 529	10.3
Food Services	14	5.0	269	95.0
Pupil Transportation	292	64.6	160	35.4
Other not listed above	369	54.0	314	46.0
TOTAL (GROUPS 1, 2, AND 3)	62 286	47.0	70 255	53.0

*Includes Roman Catholic secondary schools, Grades 9 to 11

Source: September Board Report, 1985

TABLE 2

Representation of Full-Time Employees, by Position and Sex, Within Major Occupation Groups and Across Major Occupation Groups, September 30, 1985

FULL-TIME BOARD AND SCHOOL PERSONNEL*

GROUP 1	Males		Females	
	Number	%	Number	%
Directors of Education	113	6.85	3	0.32
Assistant Directors of Education	26	1.58	0	0.00
Supervisory Officers	651	39.45	42	4.44
Consultant Staff	860	52.12	901	95.24
TOTAL	1 650	100	946	100
Percentage of Grand Total in Group 1	2.65%		1.35%	

GROUP 2				
Principals				
Elementary	3 222	7.29	531	1.01
Secondary	642	1.45	62	0.12
Vice-principals				
Elementary	1 217	2.75	394	0.75
Secondary	833	1.88	111	0.21
Department Heads				
Elementary	197	0.45	272	0.52
Secondary	5 570	12.60	1 866	3.54
Assistant Department Heads				
Elementary	66	0.15	38	0.07
Secondary	2 017	4.56	783	1.48
Teachers				
Elementary	14 491	32.78	39 295	74.45
Secondary	15 955	36.09	9 429	17.86
TOTAL	44 210	100	52 781	100
Percentage of Grand Total in Group 2	70.98%		75.13%	

GROUP 3				
Other Professional Staff (non-teaching)	363	2.21	697	4.22
Paraprofessionals				
Paid Teacher-Aides	205	1.25	2 936	17.76
Technicians	513	3.12	202	1.22
Other	92	0.56	364	2.20
Clerical and Secretarial	364	2.22	9 491	57.42
Other Staff on Board's Payroll				
Business Administration and				
Computer Services	973	5.92	566	3.42
Plant Operation and Maintenance	13 241	80.61	1 529	9.25
Food Services	14	0.09	269	1.63
Pupil Transportation	292	1.78	160	0.97
Other not listed above	369	2.25	314	1.90
TOTAL	16 426	100	16 528	100
Percentage of Grand Total in Group 3	26.37%		23.53%	

GRAND TOTAL (GROUPS 1, 2, AND 3)	62 286		70 255	

*Includes Roman Catholic secondary schools, Grades 9 to 11

Source: September Board Report, 1985

TABLE 3

Distribution of Boards Reporting Full-Time Employees Within Each Occupation Category, by Sex Composition of Board's Employees

FULL-TIME BOARD AND SCHOOL PERSONNEL*		All-Male Staff		All-Female Staff		Both Male and Female Staff		Total Boards		Boards Employing Females	
GROUP 1	OCCUPATIONAL CATEGORY	N	%	N	%	N	%	N	%	N	%
	Directors of Education	113	97.4	3	2.6	0	0	116	100	3	2.6
	Assistant Directors of Education	15	100.0	0	0	0	0	15	100	0	0
	Supervisory Officers	88	77.2	1	0.9	25	21.9	114	100	26	22.8
	Consultant Staff	9	8.3	9	8.3	91	83.5	109	100	100	91.8

GROUP 2

Principals											
	Elementary	39	24.5	11	6.9	109	68.6	159	100	120	75.5
	Secondary	73	68.2	7	6.5	27	25.2	107	100	34	31.7
Vice-principals											
	Elementary	30	25.6	6	5.1	81	69.2	117	100	87	74.4
	Secondary	61	59.2	0	0	42	40.8	103	100	42	40.8
Department Heads											
	Elementary	3	25.0	1	8.3	8	66.6	12	100	9	75.0
	Secondary	9	9.4	0	0	87	90.6	96	100	87	90.6
Assistant Department Heads											
	Elementary	0	0	1	34.3	2	66.6	3	100	3	100.0
	Secondary	9	13.2	1	1.5	58	85.3	68	100	59	86.8
Teachers											
	Elementary	1	0.6	10	6.3	148	93.1	159	100	158	99.4
	Secondary	1	0.9	1	0.9	107	98.2	109	100	108	99.1

GROUP 3

	Other Professional Staff (non-teaching)	7	9.1	10	13.0	60	77.9	77	100	70	90.9
Paraprofessionals											
	Paid Teacher-Aides	1	1.0	60	58.3	42	40.8	103	100	102	99.1
	Technicians	45	46.4	12	12.4	40	41.2	97	100	52	53.6
	Other	5	13.5	20	54.1	12	32.4	37	100	32	86.5
	Clerical and Secretarial	0	0	97	69.8	42	30.2	139	100	139	100
Other Staff on Board's Payroll											
	Business Administration and Computer Services	34	25.8	19	14.4	79	59.9	132	100	98	74.2
	Plant Operation and Maintenance	31	22.3	8	5.8	100	71.9	139	100	108	77.7
	Food Services	2	8.7	18	78.3	3	13.0	23	100	21	91.3
	Pupil Transportation	37	50.7	11	15.1	25	34.2	73	100	36	49.3
	Other not listed above	13	25.5	11	21.6	27	52.9	51	100	38	74.5
	TOTAL (GROUPS 1, 2, AND 3)	0.0	0	7	4.3	156	95.7	163	100	163	100

*Includes Roman Catholic secondary schools, Grades 9 to 11
Source: September Board Report, 1985

TABLE 4

Average Individual Salary, by Position and Sex

FULL-TIME BOARD AND SCHOOL PERSONNEL*		Average Annual Salary	Average Annual Salary	% Female Salary of Male Salary
GROUP 1	OCCUPATIONAL CATEGORY	M	F	
	Directors of Education	73 076	76 954	105.3
	Assistant Directors of Education	76 480	-	-
	Supervisory Officers	65 144	65 914	101.2
	Consultant Staff	47 875	44 423	92.8

GROUP 2

Principals			
Elementary	52 684	50 413	95.7
Secondary	58 898	56 399	95.8
Vice-principals			
Elementary	46 871	46 232	98.6
Secondary	52 324	51 196	97.8
Department Heads			
Elementary	43 458	38 914	89.5
Secondary	46 757	44 465	95.1
Assistant Department Heads			
Elementary	43 188	39 743	92.0
Secondary	44 750	43 048	96.2
Teachers			
Elementary	38 921	35 119	90.2
Secondary	40 864	38 736	94.8

GROUP 3

Other Professional Staff (non-teaching)	38 661	33 129	85.7
Paraprofessionals			
Paid Teacher-Aides	13 134	12 617	96.1
Technicians	21 659	19 531	90.2
Other	19 091	19 367	101.4
Clerical and Secretarial	22 172	16 711	75.4
Other Staff on Board's Payroll			
Business Administration and Computer Services	36 428	26 466	72.7
Plant Operation and Maintenance	23 137	18 868	81.5
Food Services	11 693	9 992	85.5
Pupil Transportation	22 770	14 453	63.5
Other not listed above	31 290	23 906	76.4
TOTAL (GROUPS 1, 2, AND 3)	38 178	32 130	84.2

*Includes Roman Catholic secondary schools, Grades 9 to 11
Source: September Board Report, 1985

TABLE 5

Full-Time Secondary-School Educational Staff in Ontario, by Sex, Salary Range, and Type of Duty, 1985-86

Salary Intervals	Principal				Vice-principal				Department Head				
	Men		Women		Men		Women		Men		Women		
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	
(\$)													
< 15 000													
15 000 - 17 999													
18 000 - 20 999													
21 000 - 23 999													
24 000 - 26 999													
27 000 - 29 999													
30 000 - 32 999													
33 000 - 35 999													
36 000 - 38 999													
39 000 - 41 999													
42 000 - 44 999													
45 000 - 47 999													
48 000 - 50 999													
51 000 - 53 999													
54 000 - 56 999													
57 000 - 59 999													
60 000 - 62 999													
63 000 - 65 999													
Not Reported													
Total	576	100	52	100	774	100	117	100		5 307	100	1 640	100

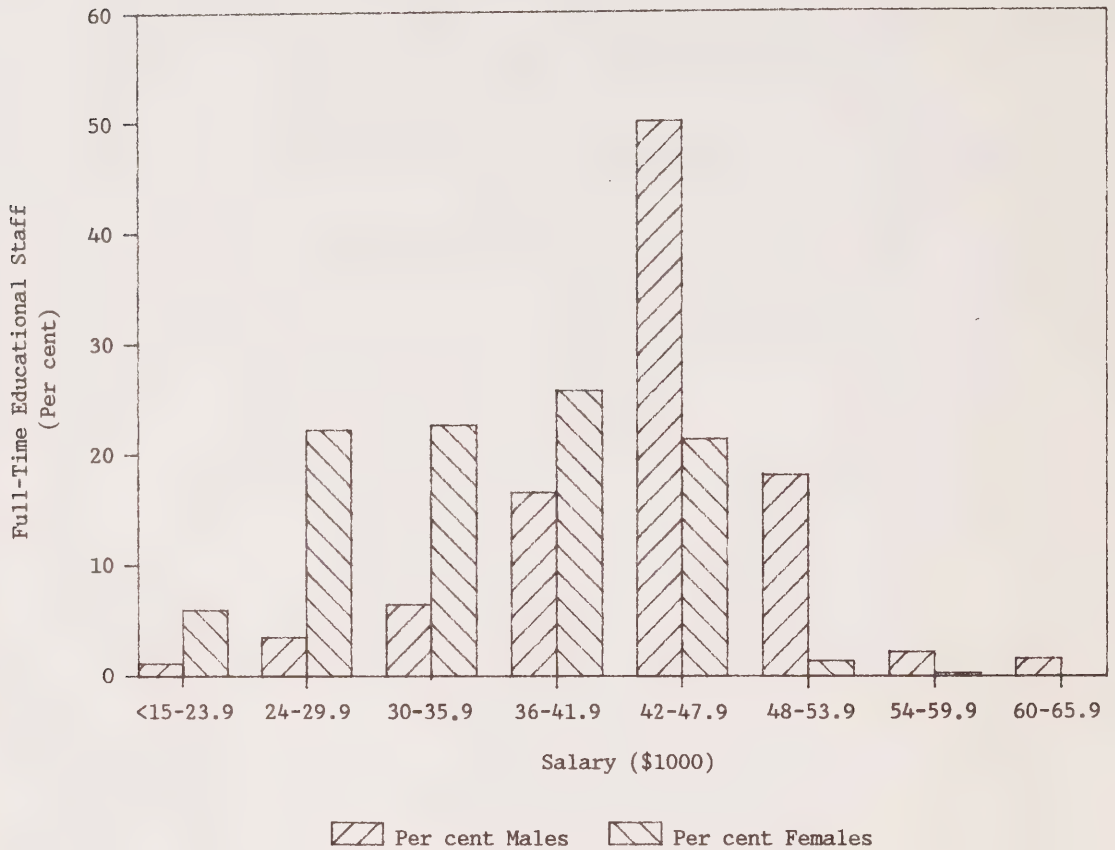
TABLE 5 (continued)

Salary Intervals	Regular Teacher				Other				Total Educational Staff*			
	Men		Women		Men		Women		Men		Women	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
(\$)												
< 15 000	20	0.12	20	0.22					20	0.08	20	0.17
15 000 - 17 999	7	0.04	21	0.23					8	0.03	22	0.19
18 000 - 20 999	40	0.25	68	0.74					40	0.17	71	0.61
21 000 - 23 999	206	1.26	282	3.06	1	0.12	2	0.35	210	0.88	291	2.51
24 000 - 26 999	339	2.08	457	4.96	4	0.48	6	1.04	347	1.46	469	4.04
27 000 - 29 999	478	2.93	531	5.76	7	0.85	10	1.73	493	2.07	551	4.75
30 000 - 32 999	469	2.88	549	5.96	11	1.33	19	3.29	500	2.10	600	5.17
33 000 - 35 999	978	6.00	709	7.69	14	1.69	28	4.85	1 035	4.35	778	6.70
36 000 - 38 999	2 091	12.82	1 483	16.09	46	5.56	48	8.32	2 273	9.55	1 631	14.06
39 000 - 41 999	1 419	8.70	1 104	11.98	51	6.16	67	11.61	1 641	6.90	1 301	11.21
42 000 - 44 999	3 356	20.58	1 569	17.02	141	17.03	116	20.10	3 871	16.27	1 886	16.25
45 000 - 47 999	6 006	36.83	1 904	20.66	379	45.77	198	34.32	7 932	33.34	2 563	22.09
48 000 - 50 999	690	4.23	203	2.20	165	19.93	61	10.57	3 915	16.45	911	7.85
51 000 - 53 999	5	0.03	1	0.01	4	0.48	1	0.17	365	1.53	59	0.51
54 000 - 56 999	2	0.01							393	1.65	46	0.40
57 000 - 59 999					1	0.12			135	0.57	16	0.14
60 000 - 62 999							1	0.17	321	1.35	14	0.12
63 000 - 65 999									60	0.25	7	0.06
Not Reported	203	1.24	317	3.44	4	0.48	13	2.25	235	0.99	368	3.17
Total	16 309	100	9 218	100	828	100	577	100	23 794	100	11 604	100
												35 398

- "Women % of Total" refers to the number of women within each salary interval for each position divided by the total number of educational staff within that salary interval.
- "Educational Staff" refers to principals, vice-principals, department heads, regular classroom teachers, and others.
- The category "Other" usually refers to those teachers not employed in a regular classroom situation, for example, librarians and guidance personnel.
- Figures in this table differ slightly from those reported in previous comparable tables as a result of a variance in data source.
- * Includes Roman Catholic secondary schools, Grades 9 to 11

Figure 1

Salary Distribution by Sex
Full-Time Secondary-Staff*, 1985-86



*"Educational Staff" refers to principals, vice-principals, department heads, assistant department heads, regular classroom teachers, and others.
The category "Other" usually refers to those teachers not employed in a regular classroom situation, for example, librarians, and guidance personnel.
Roman Catholic secondary schools, Grades 9 - 11, are included.

Source: Teacher System, 1985.

TABLE 6 (continued)

Salary Intervals	Regular Teacher				Other				Total			
	Men		Women		Men		Women		Men		Women	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
				Women % of Total				Women % of Total				Total
< 15 000	8	0.07	93	0.28	87.74		5	0.14	4.72	8	0.05	106
15 000 - 17 999	6	0.05	85	0.26	87.63		6	0.17	6.19	6	0.03	97
18 000 - 20 999	33	0.27	276	0.84	81.90	4	0.40	0.66	6.82	38	0.22	337
21 000 - 23 999	229	1.87	1 572	4.81	80.49	22	2.21	3.68	6.55	253	1.43	1 953
24 000 - 26 999	390	3.19	3 176	9.72	82.43	37	3.71	6.89	6.23	428	2.42	3 853
27 000 - 29 999	584	4.78	4 290	13.13	81.02	38	3.82	10.60	6.97	626	3.55	5 295
30 000 - 32 999	821	6.72	4 756	14.55	76.81	57	5.72	15.39	8.66	885	5.01	6 192
33 000 - 35 999	879	7.19	2 615	8.00	66.86	82	8.23	8.67	7.72	977	5.53	3 911
36 000 - 38 999	2 130	17.42	4 520	13.83	63.23	90	9.04	9.10	4.43	2 279	12.91	7 149
39 000 - 41 999	1 915	15.66	4 037	12.35	60.62	144	14.46	12.06	6.31	2 168	12.28	6 660
42 000 - 44 999	2 849	23.30	4 336	13.27	51.58	252	25.30	18.27	7.57	3 345	18.95	8 406
45 000 - 47 999	2 174	17.78	2 079	6.36	36.48	241	24.20	12.23	7.47	2 993	16.95	5 699
48 000 - 50 999	86	0.70	42	0.13	2.90	19	1.91	0.46	1.10	1 119	6.34	1 449
51 000 - 53 999	7	0.06				1	0.10			1 184	6.71	1 371
54 000 - 56 999	1	0.01				1	0.10			844	4.78	923
57 000 - 59 999			1	0.34		1	0.10			260	1.47	291
60 000 - 62 999										109	0.62	120
63 000 - 65 999	1	0.01								1	0.01	1
Not Reported	112	0.92	801	2.45	80.50	7	0.70	1.67		133	0.75	995
Total	12 225	100	32 679	100		996	100	100		17 656	100	54 808

- "Women % of Total" refers to the number of women within each salary interval for each position divided by the total number of educational staff within that salary interval.

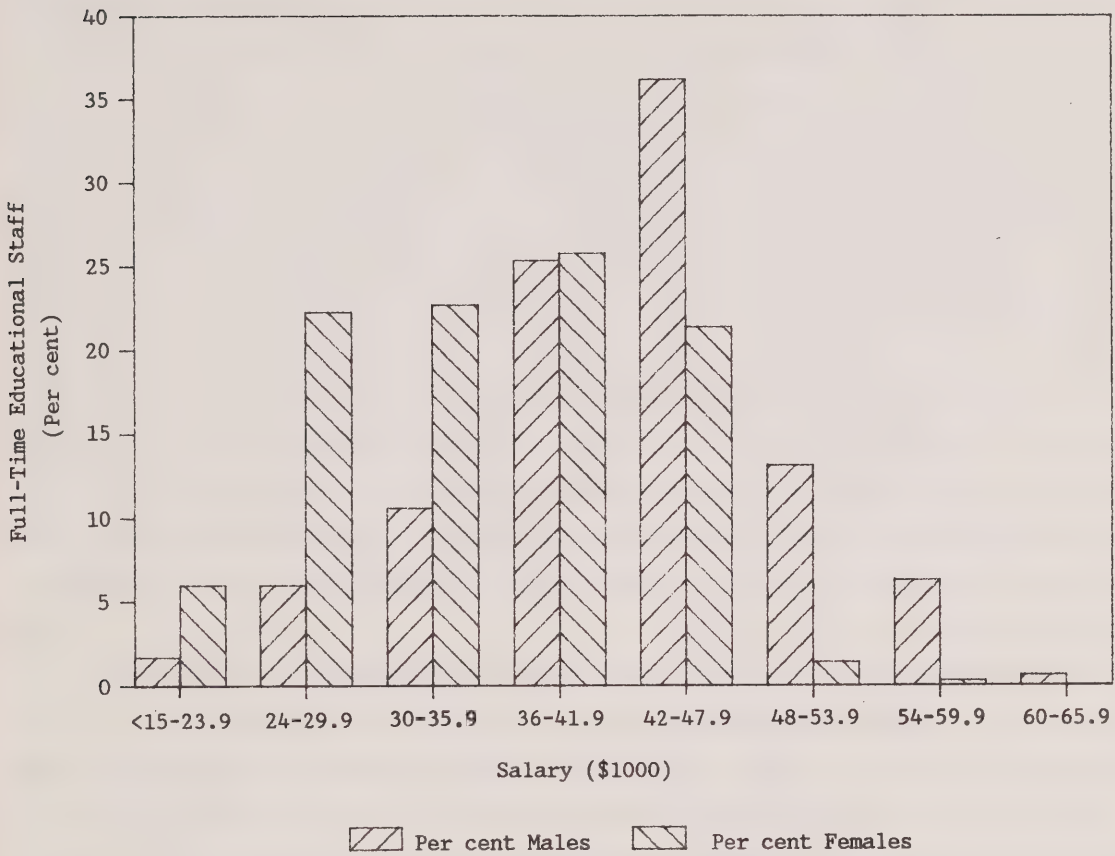
- "Educational Staff" refers to principals, vice-principals, department heads, regular classroom teachers, and others.

- The category "Other" usually refers to those teachers not employed in a regular classroom situation, for example, librarians and guidance personnel.

- Figures in this table differ slightly from those reported in previous comparable tables as a result of variance in data source.

FIGURE 2

Salary Distribution By Sex
Full-Time Elementary-School Staff*, 1985-86



*"Educational Staff" refers to principals, vice-principals, department heads, assistant department heads, regular classroom teachers, and others.
The category "Other" usually refers to those teachers not employed in a regular classroom situation, for example, librarians, and guidance personnel.

Source: Teacher System, 1985.

C. THE AFFIRMATIVE ACTION INCENTIVE FUND PROGRAM

Background Information

The Ministry of Education's policy on affirmative action has evolved over a number of years. This policy first found tangible expression in a series of official memoranda and letters requesting school boards to establish a voluntary affirmative action program to improve the status of their female employees by increasing women's representation in senior-level positions. In March 1984 a major conference entitled "Focus on Leadership: Affirmative Action in School Boards" was sponsored by the ministry in co-operation with sixteen educational organizations. The conference called on directors of education and elected board officials to take action by adopting policies and undertaking plans to address the lack of representation of women in positions of added responsibility. By the end of 1984, the Minister of Education announced that the Ministry of Education, in co-operation with the Ontario Women's Directorate, would establish an incentive fund to encourage school boards to develop and implement an affirmative action program for their female employees. In a memorandum sent to all chairmen of school boards on December 3, 1984, the Minister of Education formally requested that each school board in the Province of Ontario:

- ° adopt a formal policy of affirmative action for female employees;
- ° appoint a senior staff member to develop and co-ordinate an affirmative action plan, which would identify goals and timetables for the hiring, promotion, and training of female employees at all levels, including both teaching and non-teaching staff;
- ° collect and analyse data concerning the occupational and salary distributions of male and female staff, job competitions, projected vacancies, and staff training and development.

Under the Affirmative Action Incentive Fund, which began operation in January 1985, the province agreed to reimburse eligible boards for up to 75 per cent of the cost of employing an affirmative action co-ordinator, to a maximum of \$20 000 in the first year and \$18 000 in the second year of the program. Eligible costs included the salary and benefits of the co-ordinator, as well as costs related to the development and implementation of the program, such as special staff-development initiatives and promotional materials.

Boards which had already implemented an affirmative action program were not eligible for funding for the salary of an existing co-ordinator but were eligible to apply for funds to support special projects related to affirmative action, such as the development of a targeting model or a special staff-development activity. Boards were also eligible to apply for a one-time special grant of up to \$3000 to cover consulting fees incurred in developing a special project related to the implementation of affirmative action.

To be eligible to apply for a grant, a board must formally have adopted a policy of affirmative action for its female employees.

Boards that submitted their proposals and received approval prior to April 1, 1985, were eligible to receive the full amount of their approved grant for 1985. Boards that received approval on or after April 1, 1985, were allotted a pro-rated amount, based on the number of months remaining in the calendar year.

In late 1985, boards were once again encouraged by the Ministry of Education to participate in the incentive-fund program. All grants for the 1986 calendar year were dispersed prior to March 31, 1986. Participating boards were required to submit six-month progress reports and year-end reports following the format laid out in the Conditions of Grant.

Participating boards were required to have in place appropriate financial and management controls. All monies received from the fund are subject to audit by the provincial auditor and the Ministry of Education.

The administration of the Affirmative Action Incentive Fund was carried out by the Equal Opportunity/Affirmative Action Unit and regional offices of the Ministry of Education. One education officer within each region (with an additional officer in the Eastern Region assuming responsibility for the French-language jurisdiction) was assigned to the affirmative action portfolio for that geographical area. The regional representatives acted as the primary liaison between the board and the Equal Opportunity/Affirmative Action Unit. The regional representatives were available to provide boards with information and assistance regarding the submission of proposals, the completion of progress reports, and program implementation. The Equal Opportunity/Affirmative Action Unit provided the provincial co-ordination for the program, working closely with the Ontario Women's Directorate to ensure consistency across the sectors participating in the incentive fund.

Participation in the Affirmative Action Incentive Fund

Prior to the inception of the Affirmative Action Incentive Fund, eight boards had adopted affirmative action policies and/or programs; approximately twenty additional boards had in place equal-opportunity initiatives of varying kinds. Boards with longer-standing programs are primarily located in large urban areas in the Central, Eastern, and Western regions.

The response of the school boards to the Affirmative Action Incentive Fund was very positive. In 1985, the initial year of the fund, fifty boards took the initiative to participate in the program. By 1986, seventy-nine boards had received grants under the incentive-fund program (see Table 7). By the end of March 1986, more than \$2 078 000 had been dispersed to boards for affirmative action projects operating between January 1, 1985, and December 31, 1986. Appendix 2 summarizes the funds allocated to participating boards by region.

It should be noted that board-participation rates in the Affirmative Action Incentive Fund are calculated on the basis of a total of 126 boards¹ including all boards of education and county and district Roman Catholic separate-school boards. Although eligible for incentive funding, boards excluded from the calculation of participation rates fell into the following categories: very small boards (13), that is, boards with fifty or fewer full-time employees; isolate boards (25); Canadian Armed Forces boards (11); and treatment centres (8)². These boards did not apply for grants.

The 1985 year-end reports submitted by the fifty boards that participated in the first year of the fund show that the fund was successful in increasing affirmative action activities in all regions, and in small- and medium-sized boards as well as large ones. In the second year of operation the number of boards participating in the fund had risen to seventy-nine, representing approximately 62.7 per cent of the 126 boards.

1. Included are five very small boards; two boards of education and three county and district Roman Catholic separate school boards.

2. Fifty-seven boards were excluded and 126 were included, representing a total of 183 boards.

Table 7 shows a regional distribution of participating boards for 1985 and 1986. Table 8 shows the board-participation rate by region and size of board.

TABLE 7
Participating Boards by Region, 1985, 1986

<u>Region</u>	<u>1985</u>		<u>1986</u>	
	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>
Central	19	38.0	35	44.3
Eastern	10	20.0	13	16.5
Midnorthern	3	6.0	5	6.3
Northeastern	7	14.0	9	11.4
Northwestern	2	4.0	4	5.1
Western	9	9.0	13	16.5
Total	50	100.0	79	100.1

Source: Affirmative Action Incentive Fund -
Grants to School Boards
(Appendix 2)

D. INITIATIVES UNDERTAKEN THROUGH THE PROGRAM AND PRELIMINARY INDICATION
OF RESULTS ACHIEVED TO DATE

Since the current funding program is still underway, affirmative action initiatives arising in the school boards from this program are expected to develop further. A preliminary indication of initiatives undertaken and results achieved through the program are outlined below. Data on program activities are available from the Year-End Report (1985) completed by the fifty boards that were operating programs under the Affirmative Action Incentive Fund as of December 31, 1985. The Six-Month Progress Report (1986) and the Year-End Report (1986) will provide a more detailed and complete picture of the initiatives undertaken and results achieved.

TABLE 8

Affirmative Action Incentive Fund Board-Participation Rate, by Region and Board Size, ^a 1986

Region	BOARD SIZE									
	Small		Medium		Large		Total		P	%
	P	N	P	N	P	N	P	N		
Central	5	6	9	11	21	26	35	43	81.4	
Eastern	1	2	6	6	6	8	13	16	81.3	
Midnorthern	3	10 ^b	1	1	1	3	5	14	35.7	
Northeastern	7	13	2	4	n/a	0	9	17	52.9	
Northwestern	2	13 ^c	1	1	1	1	4	15	26.7	
Western	1	5	6	8	6	8	13	21	61.9	
TOTAL	19	49	25	31	35	46	79	126 ^d	62.7	

a Small (51-400 employees); Medium (401-1000 employees); Large (1001+ employees)

b Includes three very small boards, for example, boards with fewer than fifty full-time employees.

c Includes two very small boards.

d Excludes fifty-seven boards that did not participate in the program, such as very small boards, isolate boards, Canadian Armed Forces boards, and treatment centres.

P - participating boards in AAIF

N - total number of boards in region

% - percentage of boards in region participating in AAIF

Affirmative Action Personnel, 1985

The 1985 year-end reports indicated that by the end of 1985, of the fifty boards participating in the fund, eighteen had full-time affirmative action co-ordinators and twenty-nine had part-time co-ordinators, most of whom spent at least half of their time on affirmative action duties. The remaining three boards were still at the planning stage of the process. In 74 per cent of the participating boards, the affirmative action representative assumed a newly-created position. Nineteen of the boards indicated that the co-ordinator's term of appointment would expire in 1986; an additional thirteen boards indicated that the position would be dissolved in 1987.

Action Plans and Activities, 1985

At the end of the first year of the Affirmative Action Incentive Fund, 34 of the 50 participating boards (68 per cent) reported that they had adopted their affirmative action policies in 1984 or 1985, 8 boards (16 per cent) had had a policy by 1983 or earlier, and the remaining 8 boards did not indicate a date for policy adoption on the 1985 Year-End Report questionnaire. By the end of the first year of the fund, 30 boards (60 per cent) had developed an affirmative action plan with goals and timelines. About 82 per cent of the 50 participating boards had begun the collection and analysis of statistical data on number of employees, job categories, salary levels, projected vacancies, and pools of qualified female applicants.

More than 60 per cent of the 50 participating boards had commenced the review of employment policies and procedures by the end of 1985. This review process involves an examination of recruitment practices and selection criteria with a view to removing systemic barriers.

Planning and Implementation, 1985

Approximately 80 per cent of the participating boards had communicated their employment equity/affirmative action policy statements to all employees, and about 72 per cent had conducted introductory awareness sessions for trustees and senior management. Approximately 25 per cent of the boards had organized awareness sessions for female employees only; 50 per cent of the participating boards had conducted awareness sessions for all staff.

Close to 75 per cent of the participating boards had established an affirmative action committee. About 66 per cent of the boards had set up a regular reporting mechanism to the Director of Education; slightly fewer than 50 per cent of the participating boards made reports to the boards of trustees on a regular basis. Just 42 per cent of the boards had developed procedures to review and revise program results.

Goals and Targets, 1985

Approximately 30 per cent of the participating boards had developed internal programs to identify promotable women and external recruitment programs to attract qualified female candidates for non-traditional and administrative positions. Only 20 per cent of the boards had established numerical planning targets for these positions, a measure that tended to be adopted in the Central and Eastern regions and by the larger boards.

In summary, while the participating boards indicated that activities in all stages of an affirmative action program were being carried out, the majority of boards appeared to be at the early stages of that program, that is, at the stages of statistical-data collection, review of employment policies and procedures, and planning and development of an affirmative action approach.

Other Developments in Affirmative Action Programs for Women in School Boards

In addition to the above activities undertaken as a result of the Affirmative Action Incentive Fund, there have been some developments and achievements in affirmative action programs for women in school boards during the 1985-86 period worthy of particular mention.

Two school boards have been recognized by the Ontario Women's Directorate for outstanding achievement in the implementation of employment equity measures and have received awards for their efforts.

The growth of the Employment Equity Network for School Boards has been a very positive result of affirmative action programs in boards. This informal network was developed co-operatively by school boards, the Ministry of Education and the Ontario Women's Directorate, to promote the exchange of program information, to maintain linkages among those involved in employment equity activities, and to deliver special

training/development workshops. Individual boards, or two or more boards within a region, act as host for network meetings which are held two or three times each year. Several regions recently created their own network groups, which interact within the greater network organization and which meet regularly to share ideas and expertise on such topics as program policy and implementation.

In one region, a successful co-operative initiative involving trustees, governors, and senior administrators was organized jointly by the public- and separate-school boards and the regional college and university.

In other areas of the province, affirmative action co-ordinators from school boards, colleges, and universities meet regularly to discuss areas of mutual interest and areas of potential co-operation.

As illustrated in this report, many opportunities exist for school boards to initiate new programs and expand upon the many significant accomplishments achieved to date in the implementation of affirmative action/employment equity programs for female employees.

APPENDIX 1

Female Administrators as a Percentage of
Total Administrative Staff, 1985

Region/Board	Supervisory Officers*	Teachers with Administrative Responsibilities**	
		Elementary	Secondary
CENTRAL REGION			
	Per cent	Per cent	Per cent
Borden CFB B of E	-	25.00	18.75
Brant County B of E	-	6.82	17.14
Brant County RCSSB	-	18.18	-
Dufferin County B of E	-	10.00	14.81
Dufferin-Peel RCSSB	7.14	18.38	-
Durham B of E	7.69	15.87	23.94
Durham Region RCSSB	-	9.76	39.47
East York B of E	11.11	22.58	14.29
Etobicoke B of E	11.76	25.70	21.83
Haldimand B of E	-	9.09	15.63
Haliburton B of E	-	66.67	30.77
Halton B of E	6.67	19.39	18.81
Halton RCSSB	-	25.00	5.88
Hamilton B of E	-	18.07	22.12
Hamilton-Wentworth RCSSB	8.33	19.70	11.11
Hastings - Prince Edward County RCSSB	-	17.65	50.00
Hastings County B of E	-	7.58	13.91
Lincoln County B of E	-	10.71	13.43
Lincoln County RCSSB	-	19.35	-
Metropolitan Separate School Board	14.89	25.91	35.12
Metropolitan Toronto School Board	12.50	41.67	-
Niagara South B of E	-	5.00	8.57
Norfolk B of E	-	8.33	28.74
North York B of E	8.33	38.67	31.55
Northumberland & Newcastle B of E	-	13.11	5.08
Peel B of E	-	18.63	31.39
Penetanguishene PSSB	-	100.00	-
Peter Vict Nrthumbrld & Newcstle RCSSB	-	13.95	20.00
Peterborough County B of E	-	13.46	19.35
Prince Edward County B of E	-	22.22	8.33
Scarborough B of E	3.85	12.21	27.33
Simcoe County B of E	-	14.18	19.57
Simcoe County RCSSB	-	15.63	14.29
Toronto B of E	27.27	25.39	27.54
Trenton CFB B of E	-	40.00	-
Victoria County B of E	-	12.12	24.53
Waterloo County B of E	-	7.69	18.12
Waterloo County RCSSB	-	20.93	25.40
Welland County RCSSB	-	2.70	22.22
Wellington County B of E	-	7.69	22.01
Wellington County RCSSB	-	33.33	4.76
Wentworth County B of E	-	16.67	23.15
York B of E	9.09	20.93	47.06
York Region B of E	-	51.36	31.54
York Region RCSSB	-	23.53	15.56
CENTRAL REGION	2.92	21.10	20.56

APPENDIX 1 (continued)

Region/Board	Supervisory Officers	Teachers with Administrative Responsibilities	
		Elementary	Secondary

	Per cent	Per cent	Per cent
Carleton B of E	7.14	14.41	18.26
Carleton RCSSB	7.14	25.71	40.91
Frontenac County B of E	16.67	12.68	11.76
Frontenac-Lennox & Addington RCSSB	-	22.22	-
Kingston CFB B of E	-	40.00	-
Lanark County B of E	-	20.00	19.72
Lanark Leeds & Grenville RCSSB	-	30.00	-
Leeds & Grenville Cty B of E	-	6.38	17.72
Lennox & Addington County B of E	-	13.04	18.18
Ottawa B of E	13.33	26.47	11.24
Ottawa RCSSB	-	11.63	22.22
Petawawa CFB B of E	-	14.29	14.29
Prescott & Russell County B of E	-	-	15.49
Prescott & Russell RCSSB	25.00	6.90	-
Renfrew County B of E	-	25.81	10.31
Renfrew County RCSSB	-	50.00	-
Stor Dun Glengy Cty B of E	-	9.30	15.82
Stor Dun Glengy Cty RCSSB	-	36.59	-
EASTERN REGION	4.08	19.23	14.40

Region/Board	Supervisory Officers	Teachers with Administrative Responsibilities	
		Elementary	Secondary

	Per cent	Per cent	Per cent
Asquith-Garvey Dist. SAB	-	100.00	-
Central Algoma B of E	50.00	10.00	10.00
Chapleau B of E	-	-	16.67
Espanola B of E	-	20.00	20.00
Manitoulin B of E	-	37.50	35.71
Michipicoten B of E	-	-	41.67
Michipicoten RCSSB	-	33.33	-
North Shore B of E	-	6.67	10.00
North Shore Dist. RCSSB	-	40.00	-
Sault Ste. Marie B of E	-	7.69	26.00
Sault Ste. Marie RCSSB	-	19.05	29.41
Sudbury B of E	-	9.26	23.96
Sudbury Dist. RCSSB	-	32.53	25.00
Sultan RCSSB	-	100.00	-
MIDNORTHERN REGION	5.00	18.91	21.67

APPENDIX 1 (continued)

Region/Board	Supervisory Officers	Teachers with Administrative Responsibilities	
		Elementary	Secondary

	Per cent	Per cent	Per cent
Airy & Sabine Dist SAB	-	100.00	-
Cochrane Iroquois Falls B of E	33.33	14.29	23.53
Cochrane Iroquois Falls RCSSB	-	50.00	-
East Parry Sound B of E	-	7.14	22.22
Hearst B of E	-	50.00	15.38
Hearst Dist. RCSSB	-	66.67	-
James Bay Lowlands SSB	-	-	44.44
Kapuskasing B of E	-	-	20.00
Kapuskasing Dist. RCSSB	-	55.00	-
Kirkland Lake B of E	-	-	13.64
Kirkland Lake Dist. RCSSB	-	45.45	-
Moosonee RCSSB	-	100.00	-
Muskoka B of E	-	9.68	10.00
Nipissing B of E	-	27.59	15.74
Nipissing Dist. RCSSB	-	16.67	35.71
North Bay CFB B of E	-	50.00	-
Timiskaming B of E	-	10.53	12.50
Timiskaming Dist. RCSSB	-	42.86	-
Timmins B of E	25.00	15.38	18.75
Timmins Dist. RCSSB	-	26.32	100.00
West Parry Sound B of E	-	8.33	17.65
NORTHEASTERN REGION	3.65	29.00	24.97

Region/Board	Supervisory Officers	Teachers with Administrative Responsibilities	
		Elementary	Secondary

	Per cent	Per cent	Per cent
Collins Dist. SAB	-	100.00	-
Dryden B of E	-	31.25	17.39
Dryden Dist. RCSSB	-	75.00	-
Ft. Frances-Rainy River B of E	-	7.69	4.55
Ft. Frances-Rainy River RCSSB	-	25.00	-
Geraldton B of E	-	75.00	18.75
Ignace RCSSB	-	100.00	-
Kenora B of E	-	29.41	16.67
Kilkenny Dist. SAB	-	100.00	-
Lake Superior B of E	50.00	33.33	16.00
Lakehead B of E	-	12.79	20.00
Lakehead Dist. RCSSB	-	3.57	-
Mine Centre Dist. SAB	-	50.00	-
North of Superior RCSSB	-	36.36	-
Northern Dist. SAB	-	20.00	-
Red Lake B of E	-	50.00	33.33
Slate Falls Dist SAB	-	100.00	-
NORTHWESTERN REGION	4.55	31.46	14.08

APPENDIX 1 (continued)

Region/Board WESTERN REGION	Supervisory Officers	Teachers with Administrative Responsibilities	
		Elementary	Secondary
	Per cent	Per cent	Per cent
Bruce County B of E	-	17.78	13.43
Bruce-Grey County RCSSB	-	30.00	-
Elgin County B of E	20.00	5.26	17.24
Elgin County RCSSB	-	25.00	-
Essex County B of E	16.67	18.92	14.81
Essex County RCSSB	20.00	12.12	-
Grey County B of E	16.67	17.50	18.99
Huron County B of E	-	13.51	6.67
Huron-Perth County RCSSB	-	5.56	-
Kent County B of E	-	10.64	9.91
Kent County RCSSB	-	8.33	28.57
Lambton County B of E	-	9.84	13.19
Lambton County RCSSB	-	29.03	33.33
London & Middlesex County RCSSB	20.00	13.16	-
London B of E	13.33	16.82	24.81
Middlesex County B of E	-	11.90	9.43
Oxford County B of E	-	10.00	30.16
Oxford County RCSSB	-	40.00	100.00
Perth County B of E	-	5.88	17.14
Windsor B of E	-	16.42	18.97
Windsor RCSSB	-	16.98	25.00
WESTERN REGION	5.08	15.94	20.09
PROVINCIAL	3.89	22.84	19.77

* Directors of education, assistant directors, and other supervisory officers

** Principals, vice-principals, department heads, and assistant department heads

Source: September Board Report, 1985

APPENDIX 2

Affirmative Action Incentive Fund, Grants to School Boards

Summary by Region
March 31, 1986

<u>No.</u>	<u>Region</u>	<u>Board Name</u>	<u>Total AAIF Funds Committed to Board</u>
1	CENTRAL	Brant County B of E	\$30 162.00
2	"	Brant County RCSSB	36 000.00
3*	"	Dufferin County B of E	3 000.00
4*	"	Dufferin-Peel RCSSB	23 000.00
5	"	Durham B of E	41 000.00
6	"	Durham Region RCSSB	36 355.50
7	"	Haldimand-Norfolk RCSSB	13 576.50
8*	"	Haliburton B of E	3 000.00
9	"	Halton RCSSB	33 337.75
10*	"	City of Hamilton B of E	20 000.00
11*	"	Hamilton-Wentworth RCSSB	23 000.00
12	"	Hastings County B of E	34 828.50
13*	"	Lincoln County B of E	23 000.00
14*	"	Lincoln County RCSSB	3 000.00
15	"	Metropolitan Separate School Board	41 000.00
16	"	Niagara South B of E	41 000.00
17	"	Norfolk B of E	11 624.00
18	"	Northumberland & Newcastle B of E	39 090.00
19	"	City of North York B of E	41 000.00
20*	"	Peel B of E	23 000.00
21	"	Peterborough County B of E	26 916.00
22	"	Peterborough-Victoria-Northumberland & Newcastle RCSSB	40 327.61
23	"	Prince Edward County B of E	41 000.00
24	"	City of Scarborough B of E	41 000.00
25*	"	Simcoe County B of E	23 000.00
26	"	Simcoe County RCSSB	7 322.63
27	"	City of Toronto B of E	41 000.00
28*	"	Victoria County B of E	23 000.00
29*	"	Waterloo County B of E	23 000.00
30*	"	Waterloo County RCSSB	3 000.00
31*	"	Welland County RCSSB	23 000.00
32*	"	Wellington County B of E	3 000.00
33*	"	Wellington County RCSSB	23 000.00
34	"	City of York B of E	41 000.00
35	"	York Region County RCSSB	41 000.00
TOTAL CENTRAL REGION			\$920 540.49
36	EASTERN	Carleton B of E	\$41 000.00
37	"	Frontenac County B of E	39 737.50
38	"	Frontenac-Lennox & Addington County RCSSB	41 000.00
39	"	Lanark County B of E	41 000.00
40*	"	Lanark, Leeds & Grenville County RCSSB	23 000.00
41	"	Leeds & Grenville B of E	41 000.00
42*	"	Lennox & Addington County B of E	23 000.00
43	"	Ottawa B of E	41 000.00
44	"	Ottawa RCSSB	41 000.00
45	"	Prescott & Russell County B of E	41 000.00
46	"	Prescott & Russell RCSSB	41 000.00
47	"	Stormont, Dundas & Glengarry B of E	41 000.00
48*	"	Stormont, Dundas & Glengarry RCSSB	23 000.00
TOTAL EASTERN REGION			\$477 737.50

APPENDIX 2 (continued)

No.	Region	Board Name	Total AAIF Funds Committed to Board
49	MIDNORTHERN	Central Algoma B of E	\$22 365.00
50	"	Espanola B of E	24 131.63
51*	"	North Shore B of E	8 625.00
52	"	Sault Ste. Marie B of E	32 573.25
53*	"	Sault Ste. Marie Dist. RCSSB	3 000.00
TOTAL MIDNORTHERN REGION			\$90 694.88
54	NORTHEASTERN	Cochrane-Iroquois Falls Dist. RCSSB	\$31 733.00
55*	"	East Parry Sound B of E	18 375.00
56	"	Hearst Dist. RCSSB	26 363.00
57	"	Kapuskasing Dist. RCSSB	27 000.00
58	"	Kirkland Lake B of E	28 683.88
59*	"	Kirkland Lake RCSSB	20 000.00
60	"	Nipissing B of E	24 602.61
61	"	Nipissing Dist. RCSSB	29 408.00
62	"	West Parry Sound B of E	25 219.50
TOTAL NORTHEASTERN REGION			\$231 384.99
63	NORTHWESTERN	Fort Frances-Rainy River B of E	\$23 389.00
64*	"	Kenora B of E	23 000.00
65	"	Lakehead B of E	29 616.00
66*	"	Lakehead RCSSB	23 000.00
TOTAL NORTHWESTERN REGION			\$99 005.00
67*	WESTERN	Elgin County B of E	\$ 9 000.00
68	"	Essex County RCSSB	33 948.00
69*	"	Grey County B of E	3 000.00
70	"	Huron County B of E	33 690.00
71	"	Kent County B of E	23 000.00
72	"	Kent County RCSSB	23 000.00
73*	"	Lambton County B of E	6 750.00
74*	"	Lambton County RCSSB	3 000.00
75	"	London-Middlesex County RCSSB	41 000.00
76*	"	Middlesex County B of E	3 000.00
77	"	Oxford County B of E	33 295.52
78	"	Windsor County B of E	20 365.41
79	"	Windsor County RCSSB	26 238.00
TOTAL WESTERN REGION			\$ 259 286.93
TOTAL			<u>\$2 078 649.79</u>

* Indicates those boards participating in AAIF in 1986 only.

Fifty boards received AAIF funds in 1985 and 1986;
twenty-nine boards received AAIF funds in 1986 only.



Ministry
of
Education
Ontario

Chris Ward Minister

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THE STATUS OF WOMEN AND AFFIRMATIVE ACTION/ EMPLOYMENT EQUITY IN ONTARIO SCHOOL BOARDS

REPORT TO THE
LEGISLATURE BY THE
MINISTER OF EDUCATION
DECEMBER 1987

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THE STATUS OF WOMEN
AND AFFIRMATIVE ACTION/EMPLOYMENT EQUITY
IN ONTARIO SCHOOL BOARDS:

Report to the Legislature
by the Minister of Education

December 1987



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INTRODUCTION

The Ontario Ministry of Education is dedicated to the achievement of equal employment opportunity for women both within the ministry and at all levels of the educational system. In 1974 the Government of Ontario introduced affirmative action for women within the Ontario Public Service. In 1980 a goal of a minimum of 30 per cent female representation in all employment modules and categories by the year 2000 was set.

Within the Ministry of Education, 1975 marked the first appointment of a Woman's Advisor; by 1979, the Equal Opportunity/Affirmative Action Unit was established, with responsibility for assisting the ministry in its implementation of the government's corporate objectives. The unit, in consultation with senior management, develops policy and long-range planning strategies, and co-ordinates special programs and initiatives in support of the ministry's commitment to equal opportunity. In liaison with the Ontario Women's Directorate, the unit works to promote and support the extension of affirmative action/employment equity to school boards, and works closely with ministry officials involved in ensuring that, within the curriculum, sex-role stereotyping is eliminated and sex equity provisions are implemented.

In January 1985 school boards became the first public sector employers to participate in the Affirmative Action/Employment Equity Incentive Fund, a program designed to encourage boards to undertake special measures in order to both raise the occupational level of their women employees and diversify their occupational distribution in the educational system. The first annual report of the Minister of Education on affirmative action/employment equity for women in Ontario school boards was tabled in the Legislature in December 1986. This second annual report to the Legislature contains board statistics on the status of women in education in 1986. It documents board progress in the implementation of affirmative action/employment equity programs during the first two years of the incentive fund period.

The report is divided into four main sections:

- ° a historical overview of the status of women in education in Ontario (section I);

- ° the current status of women's employment in school boards, obtained primarily from the new Affirmative Action Data Base (AADB), which links information from the ministry's Teaching Staff Report (TSR) and from the 1986 September Board Report (section II);
- ° school board participation in the Affirmative Action/Employment Equity Incentive Fund program established by the Ministry of Education in co-operation with the Ontario Women's Directorate to encourage school boards to develop and implement an affirmative action/employment equity program for their women employees (section III);
- ° initiatives undertaken through the Affirmative Action/Employment Equity Incentive Fund program and an indication of some of the results achieved to date (section IV).

In the conclusion, the report reviews some of the benefits accruing to employers and employees when an effective, results-oriented affirmative action/employment equity program for women is implemented, with particular reference to the leadership role that Ontario's educational system has assumed with respect to equal employment opportunity for women.

Since school boards will be able to access the incentive fund up to and including the 1989 calendar year, it is expected that an increasing number of affirmative action initiatives will be developed and implemented in school boards during this period. It is also anticipated that school boards that have participated to the extent that they are eligible for funds will continue their program implementation until the long-term goal of equitable distribution of women and men is fully achieved.

I. HISTORICAL OVERVIEW: THE STATUS OF WOMEN IN EDUCATION

Overall, women make up approximately half the population in the Ontario educational system, as students and as employees. In Ontario in 1986-87 there were some 2.3 million women and men in schools, school boards, colleges, universities, and provincial education ministries in the roles of students, teaching staff, and non-teaching staff. Of these 2.3 million people, 49.5 per cent were female and 50.5 per cent were male.

Ministry of Education: Women Employees

Women comprise 55.2 per cent of the Ontario Ministry of Education's work force. Although they are a clear majority of the work force, they are distributed unevenly within occupational groupings. Figure 1 below provides a profile of the ministry's work force.

Figure 1: Ontario Ministry of Education Work Force Profile (Classified Employees)

Category	Total		Per Cent	
	Male	Female	Male	Female
Executive compensation plan	25	4	86.2	13.8
Management modules	211	101	67.6	32.4
Bargaining unit categories	434	721	37.6	62.4
TOTALS	670	826	44.8	55.2

Source: Employment Equity Management by Results, 1987-88.

In order to change these patterns and to act as a positive role model for the wider educational community, the ministry has undertaken, as part of the government's commitment to employment equity, to develop special initiatives:

- ° to increase the number of female education officers;

- ° to improve opportunities for women in support staff positions; and
- ° to encourage women to enter technology-related occupations.

In support of these initiatives the Equal Opportunity/Affirmative Action Unit of the Ministry of Education carries out a wide range of activities within the ministry in co-operation with all ministry divisions, and participates actively at the interministerial level concerning corporate directions for the Ontario Public Service.

School Boards: Women Employees and Students

In Ontario school boards, 49.1 per cent of the total population of employees and students is female. Figure 2 provides data on this population.

Figure 2: School Board Population, 1986-87

Role	Male		Female		Total
	Number	Per Cent	Number	Per Cent	
Students	922 593	51.4	873 651	48.6	1 796 244
Staff	61 291	45.9	71 965	54.1	133 256
TOTAL	983 884	50.9	945 616	49.1	1 929 500

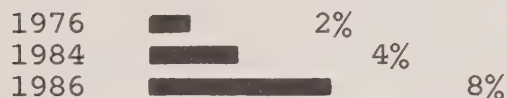
Sources: Human Resources Branch file data and Affirmative Action Data Base, 1986.

Women make up about 54 per cent of the educational work force in school boards but are distributed disproportionately in many occupational categories. They are clustered in such areas as clerical and secretarial work, food services, and classroom teaching, but are virtually absent from plant operations, maintenance, and the most senior positions of added responsibility.

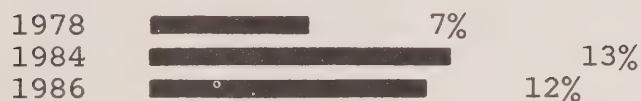
Statistics have begun to show some modest increases in the numbers of women in positions of added responsibility since the early 1970s, when the Ministry of Education began to promote equal opportunity policies in school boards. Figure 3 indicates some of these changes in selected positions.

Figure 3: Percentage of Female Educational Staff in Selected Positions of Added Responsibility

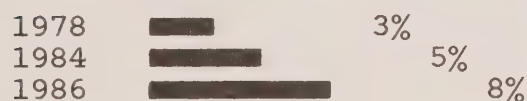
Supervisory officers



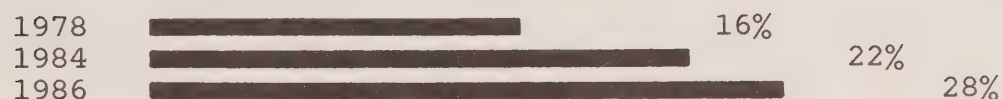
Elementary principals



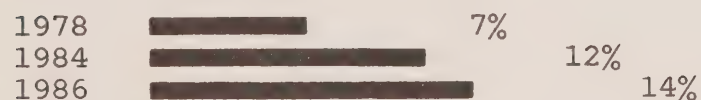
Secondary principals



Elementary vice-principals



Secondary vice-principals



Sources: "A Comparative Analysis of Male/Female Staff in the Ontario Educational System, 1972 and 1984"; "A Comparative Analysis of Male/Female Staff in the Ontario Educational System, 1978 and 1986"; and Ontario Ministry of Education file data.

Prior to the availability of incentive funding, eight Ontario boards had adopted affirmative action policies and about twenty more had adopted equal opportunity policies. By the end of 1986, seventy-nine boards had adopted affirmative action policies, with a further twelve boards doing so during 1987.

It is interesting to note that, in 1986, 47 of 57 female supervisory officers, or 82.5 per cent, worked in boards that had adopted affirmative action/employment equity policies or initiatives, as did 443 of 585 female elementary principals, or 75.7 per cent, and 50 of 63 female secondary principals, or 79.4 per cent, as reported in the 1986 September Board Report.

In recent years there has been a notable increase in the number of women who have obtained supervisory officer and principal qualifications, as shown in Figure 4.

Figure 4: Number of Successful Female Candidates and Women as a Percentage of All Successful Candidates for the Principal's Certificate and the Supervisory Officer's Certificate

Year	Principal's Certificate		Supervisory Officer's Certificate	
	Number	Per Cent	Number	Per Cent
1980	130	27	38	22
1981	123	22	31	24
1982	580	32	19	26
1983	255	30	35	32
1984	302	36	24	27
1985	377	42	36	30
1986	453	45	48	40
1987	NA	NA	46	35

Source: Evaluation and Supervisory Services Branch, Ontario Ministry of Education.

Although increasing numbers of women are qualified for and interested in these positions of added responsibility, comparatively few women are actually in the roles as yet.

Data on non-teaching employees began to be collected by the ministry for affirmative action/employment equity purposes in 1985. In most school boards non-teaching employees are clustered by sex in traditional occupational categories, as shown in the following selected occupations listed in Figure 5.

Figure 5: Male/Female Participation: Selected Non-Teaching Occupations

Position	1985		1986	
	Male	Female	Male	Female
	Per	Cent	Per	Cent
Paid teacher-aides	6.5	93.5	5.7	94.3
Clerical and secretarial	3.7	96.3	3.5	96.5
Technicians	71.8	28.2	73.5	26.5

Sources: September Board Report, 1985, and Affirmative Action Data Base, 1986.

Occupations such as plant operations and maintenance and pupil transportation remain male-dominated. (Modifications to the data collection system made during 1986 are such that separate 1986 male/female data for each of these occupations cannot be compared with 1985 data.)

Comparative Analysis of In-School Educational Staff

Since 1980 the Equal Opportunity/Affirmative Action Unit and the Policy Analysis and Research Branch of the Ministry of Education have prepared an annual comparative analysis of male/female teaching staff in the Ontario educational system. The comparative analysis includes only board personnel in the schools; personnel attached to the board offices are not included.

The analysis uses 1978 as the base year for public elementary and secondary system data and provides comparative data for both 1985 and 1986. In order to provide comparative data for Roman Catholic separate school boards, data are reported separately for these boards starting with 1985, the first year of extended funding.

This analysis has been published separately in previous years. Starting this year, it is included as part of the minister's annual report to the Legislature. However, no comparative analysis was distributed for 1985. For that reason, the current minister's annual report includes both the 1985 and the 1986 comparative data (see Appendix C for 1986 and Appendix D for 1985).

II. SUMMARY OF THE CURRENT STATUS OF WOMEN'S EMPLOYMENT IN ONTARIO SCHOOL BOARDS

Methodology of Data Collection and Analysis

In early December 1984 the Ministry of Education wrote to all school boards in Ontario requesting that they take formal measures to develop and implement affirmative action programs for women. One of the requested measures was a reporting mechanism that would enable each board and the ministry to chart the programs' progress and development. Each board would submit annually, to the ministry, data on the occupational and salary distributions of male and female board staff. The ministry would collect and analyse all data supplied and produce a provincial report on the status of women employees in Ontario's school boards.

Rather than devising a separate data-collection vehicle for the required affirmative action information, the ministry incorporated the reporting instrument into an existing vehicle used annually by all boards.

Thus, as part of the September Board Report starting in 1985, each school board was requested to provide occupational and salary data, by sex, for its employees, as well as affirmative action policy and program information.

In 1986 the Affirmative Action Data Base (AADB) was created. The AADB links data from the September Board Report and the Teaching Staff Report (TSR). It is intended to provide a baseline for analysing all future data in historical perspective (assuming no change in future data elements).

Explanation and Limitations of the Data

The AADB uses full-time staff only and includes all public and Roman Catholic elementary school staff, public secondary school staff, Roman Catholic secondary school staff for Grades 9-12, and all personnel employed at the board level.

Data for salary are only available in categories. For this reason, salary has been described in terms of distribution of various types of personnel by salary category. Where appropriate, the salary interval in which the median lies is stated.

Although there were 182 school boards on September 30, 1986, the analysis applies to 162 boards. The twenty boards excluded from the analysis either did not operate schools or operated only educational programs or schools in treatment centres.

It should be stressed that although data compatibility between the TSR system (used for the Comparative Analysis Report) and the AADB is virtually correct, small technical discrepancies exist. For this reason, the data shown here and in Appendix C may vary slightly.

Due to the modification in processing the 1986 data collected through September Board Report and the data from the TSR system, figures in this report are not strictly comparable with those presented in the first annual report tabled in the Legislature in December 1986.

Data Presented in Tables and Figures

Table 1: Distribution of Full-Time Employees, by Sex, Within Occupational Category, September 30, 1986

Table 1 presents the distribution by sex within occupational categories of all full-time school and board personnel as of September 30, 1986. It documents the underrepresentation of women in positions of added responsibility in school boards. (Positions of added responsibility include the senior positions of director of education, assistant director of education, other supervisory officers, and consultant staff, as well as principals, vice-principals, and department heads.) For example, only 1.7 per cent of the 118 directors of education are female; moreover, only 8.1 per cent of the 707 supervisory officers are female.

Table 1 also shows the concentration of males and females in occupational categories traditionally associated with each gender. Of Ontario's 3 776 paid teacher-aides, 94.3 per cent are female; 96.5 per cent of Ontario's 9 933 clerical and secretarial staff in the education sector are female; and approximately 85.4 per cent of the 17 723 staff responsible for such areas as pupil transportation, food services, and plant maintenance and operations are male.

Table 1

Distribution of Full-Time Employees, by Sex, Within
Occupational Category, September 30, 1986

Occupational Category	Males		Females	
	No.	Per Cent	No.	Per Cent
Group 1				
Directors of education	116	98.3	2	1.7
Assistant directors of education	27	96.4	1	3.6
Supervisory officers	650	91.9	57	8.1
Consultant staff	870	48.8	913	51.2
Group 2 ^a				
Principals				
Elementary	3 147	84.0	600	16.0
Secondary	631	90.9	63	9.1
Vice-principals				
Elementary	1 133	71.9	443	28.1
Secondary	806	84.8	145	15.2
Department heads				
Elementary	194	60.2	128	39.8
Secondary	5 348	75.4	1 745	24.6
Teachers ^b				
Elementary	13 069	26.7	35 911	73.3
Secondary	16 647	61.9	10 268	38.1
Other teachers ^c				
Elementary	1 057	21.6	3 828	78.4
Secondary	832	57.3	620	42.7
Group 3				
Other professional staff ^d (non-teaching)	467	33.5	926	66.5
Paraprofessionals				
Paid teacher-aides	216	5.7	3 560	94.3
Technicians	518	73.5	187	26.5
Other ^e	86	18.1	389	81.9
Clerical and secretarial	347	3.5	9 586	96.5
Other staff on board's payroll ^f				
Supervisory	1 533	75.6	494	24.4
Non-supervisory	13 597	86.6	2 099	13.4
TOTAL (Groups 1, 2, and 3)	61 291	46.0	71 965	54.0

Source: Affirmative Action Data Base, 1986.

Note: The data include Roman Catholic secondary schools,
Grades 9-12.

- ^a Figures for Group 2 may not be identical throughout the report because of the different approaches used in summarizing the data.
- ^b Includes school personnel designated as assistant department heads.
- ^c Refers to those people in a school who have non-instructional duties, e.g., librarians, guidance personnel.
- ^d Includes personnel with professional qualifications providing educational services to students, e.g., psychologists, social workers, attendance counsellors.
- ^e Includes such staff as chaplains, lifeguards, outdoor education staff, lunchroom supervisors, nurses-aides.
- ^f Includes staff employed in Public Information, Food Services, Plant Operation and Maintenance, and Pupil Transportation, as well as other staff on board's payroll (supervisory and non-supervisory).

Table 2: Representation of Full-Time Employees, by Sex, Within Major Occupational Groups and Across Major Occupational Groups, September 30, 1986

Table 2 shows full-time employees, by position and sex, within and across the three major occupational groups in the education sector. Group 1 includes the senior positions of director of education, assistant director of education, other supervisory officers, and consultant staff. Group 2 refers to educational staff employed in schools and school board offices. These include principals, vice-principals, department heads, teachers, and "other teachers". "Other teachers" refers to those teachers (such as librarians and guidance personnel) not in a regular classroom position. Group 3 includes non-teaching staff employed in schools and school boards. Some highlights of Table 2 include the following:

- ° Approximately 2.7 per cent of all male full-time employees are found in the more senior positions, as compared to about 1.4 per cent of all females. These percentages fall to 1.3 per cent for men and 0.08 per cent for women if consultants are excluded.
- ° Of the 973 women in the group 1 positions, 913 (93.8 per cent) are consultants; of the 1 663 men in Group 1, only 870 (52.3 per cent) are consultants.
- ° Approximately 9 per cent of all males in the senior positions are directors or assistant directors of education, as opposed to 0.3 per cent of all females.
- ° Approximately 39 per cent of all males in the senior positions are supervisory officers, compared to about 6 per cent of all females.
- ° Just under 9 per cent of all male educational staff are principals, as compared to slightly more than 1 per cent of all female educational staff.
- ° Approximately 13 per cent of all male educational staff are department heads, as compared to 3.4 per cent of all females in this group.
- ° About 76 per cent of all female educational staff are in the elementary panel, as compared to 43 per cent of all males in this category.
- ° Approximately 86 per cent of all female educational staff occupy positions as classroom teachers, as compared to 69 per cent of all males.
- ° Approximately 56 per cent of all female non-teaching staff are in clerical and secretarial positions, as compared to 2 per cent of all males in this group.

Table 2

Representation of Full-Time Employees, by Sex, Within
Major Occupational Groups and Across Major Occupational
Groups, September 30, 1986 (Groups 1-3)

Occupational Category	Males		Females	
	No.	Per Cent	No.	Per Cent
Group 1				
Directors of education	116	7.0	2	0.2
Assistant directors of education	27	1.6	1	0.1
Supervisory officers	650	39.1	57	5.9
Consultant staff	870	52.3	913	93.8
TOTAL	1 663	100.0	973	100.0
Per cent of grand total in Group 1		2.7		1.4
Group 2 ^a				
Principals				
Elementary	3 147	7.3	600	1.1
Secondary	631	1.5	63	0.1
Vice-principals				
Elementary	1 133	2.6	443	0.8
Secondary	806	1.9	145	0.3
Department heads				
Elementary	194	0.5	128	0.2
Secondary	5 348	12.5	1 745	3.2
Teachers ^b				
Elementary	13 069	30.5	35 911	66.8
Secondary	16 647	38.8	10 268	19.1
Other teachers ^c				
Elementary	1 057	2.5	3 828	7.1
Secondary	832	1.9	620	1.2
TOTAL	42 864	100.0	53 751	100.0
Per cent of grand total in Group 2		69.9		74.7
Group 3				
Other professional staff ^d (non-teaching)	467	2.8	926	5.4
Paraprofessionals				
Paid teacher-aides	216	1.3	3 560	20.6
Technicians	518	3.1	187	1.1
Other ^e	86	0.5	389	2.3
Clerical and secretarial	347	2.1	9 586	55.6
Other staff on board's payroll ^f				
Supervisory	1 533	9.1	494	2.9
Non-supervisory	13 597	81.1	2 099	12.2
TOTAL	16 764	100.0	17 241	100.0
Per cent of grand total in Group 3		27.4		24.0
TOTAL (Groups 1, 2, and 3)	61 291		71 965	

Source: Affirmative Action Data Base, 1986.

Note: The data include Roman Catholic secondary schools,
Grades 9-12.

^a Figures for Group 2 may not be identical throughout the
report because of the different approaches used in
summarizing the data.

^b Includes school personnel designated as assistant department
heads.

^c Refers to those people in a school who have non-instructional
duties, e.g., librarians, guidance personnel.

^d Includes personnel with professional qualifications
providing educational services to students, e.g.,
psychologists, social workers, attendance counsellors.

^e Includes such staff as chaplains, lifeguards, outdoor
education staff, lunchroom supervisors, nurses-aides.

^f Includes staff employed in Public Information, Food Services,
Plant Operation and Maintenance, and Pupil Transportation,
as well as other staff on board's payroll (supervisory and
non-supervisory).

Table 3: Distribution of Boards Reporting Full-Time Employees Within Each Occupational Category, by Sex Composition of Boards' Employees, September 30, 1986

Table 3 shows the distribution of school boards reporting full-time employees, within each occupational category and by sex composition (all-male staff; all-female staff; both male and female staff). Highlights of Table 3 include the following:

- ° Approximately sixty-seven per cent of the boards reporting supervisory officers have an all-male supervisory officer staff.
- ° About sixty-four per cent of the boards that operate secondary schools do not employ any female secondary school principals.
- ° Approximately forty-nine per cent of the boards that operate secondary schools do not employ any female secondary school vice-principals.
- ° About fifty-nine per cent of all boards reporting paid teacher-aides had all-female staff in that category.
- ° About 73 per cent of all boards reported an all-female clerical and secretarial staff.

Table 3

Distribution of Boards Reporting Full-Time Employees Within
Each Occupational Category, by Sex Composition of Boards'
Employees, September 30, 1986

Occupational Category	All-Male Staff		All-Female Staff		Both Male and Female Staff		Total Boards		Boards Employing Females	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Group 1										
Directors of education	116	98.3	2	1.7	0	0	118	100.0	2	1.7
Assistant directors of education	15	93.8	0	0	1	6.3	16	100.0	1	6.3
Supervisory officers	70	66.7	1	1.0	34	32.4	105	100.0	35	33.3
Consultant staff	11	9.5	14	12.1	91	78.4	116	100.0	105	90.5
Group 2^a										
Principals										
Elementary	36	21.2	15	8.8	117	70.0	168	100.0	134	79.8
Secondary	65	64.1	9	8.7	28	27.2	102	100.0	37	36.3
Vice-principals										
Elementary	23	21.6	2	1.8	85	76.6	110	100.0	87	79.1
Secondary	52	48.6	0	0.0	55	51.4	107	100.0	55	51.4
Department heads										
Elementary	6	28.6	7	33.3	7	38.1	20	100.0	15	75.0
Secondary	8	7.8	1	1.0	93	91.3	102	100.0	94	92.2
Teachers ^b										
Elementary	2	1.2	11	6.6	153	92.2	166	100.0	164	98.8
Secondary	0	0.0	0	0.0	115	100.0	115	100.0	115	100.0
Other teachers ^c										
Elementary	2	1.4	22	15.9	114	82.6	138	100.0	136	98.6
Secondary	14	14.0	12	12.0	74	74.0	100	100.0	86	86.0
Group 3										
Other professional staff ^d (non-teaching)	11	10.1	26	23.9	72	66.1	109	100.0	98	89.9
Paraprofessionals										
Paid teacher-aides	2	1.6	75	58.6	51	39.8	128	100.0	126	98.4
Technicians	42	39.3	15	14.0	50	46.7	107	100.0	65	60.7
Other	3	7.3	19	46.3	19	46.3	41	100.0	38	92.7
Clerical and secretarial	0	0.0	107	72.8	40	27.2	147	100.0	147	100.0
Other staff on board's payroll ^e										
Supervisory	48	35.8	6	4.5	80	59.7	134	100.0	86	64.2
Non-supervisory	16	11.1	8	5.6	120	83.3	144	100.0	128	88.9

Source: Affirmative Action Data Base, 1986.

Note: The data include Roman Catholic secondary schools, Grades 9-12.

^a Figures for Group 2 may not be identical throughout the report because of the different approaches used in summarising the data.

^b "Teachers" includes school personnel designated as assistant department heads.

^c "Other teachers" refers to those people in a school who have non-instructional duties, e.g., librarians, guidance personnel.

^d Includes personnel with professional qualifications providing educational services to students, e.g., psychologists, social workers, attendance counsellors.

^e Includes such staff as chaplains, lifeguards, outdoor education staff, lunchroom supervisors, nurses-aides.

^f Includes staff employed in Public Information, Food Services, Plant Operation and Maintenance, Pupil Transportation, as well as other staff on board's payroll (supervisory and non-supervisory).

Tables 4 and 4B

Tables 4 and 4B show the distribution of staff by type of duty and sex, by salary intervals, for groups 1 and 3, respectively. Neither table takes into account such variables as experience and qualifications, which may account for an undetermined amount of the male/female salary discrepancy. Detailed analysis of the characteristics of individual staff is required in order to assess the impact of these variables on salary distribution. The ministry does not at present collect detailed personal information on all individual staff members. In the non-teaching occupational categories, variables related to the precise nature of each category are also not presently available.

Table 4: Full-Time Board and School Personnel in Ontario, by Sex, Salary Range, and Type of Duty, 1986-87 (Group 1)

Highlights of information shown in Table 4 include the following:

- ° Approximately 55 per cent of all male supervisory officers earned \$69 000 or more, whereas only about 46 per cent of all female supervisory officers were in that salary range.
- ° Almost one-half of all male consultants earned \$51 000 or more. Only about 27 per cent of all female consultants were in that salary range.
- ° In group 1, 40.9 per cent of all women and 14.1 per cent of all men receive salaries of \$47 999 or less. In this set of occupational categories, 19.4 per cent of all men and only 1.9 per cent of all women receive salaries of \$72 000 or higher.

TABLE 4

Full-Time Board and School Personnel in Ontario, by Sex, Salary Range, and Type of Duty, 1986-87 (Group 1)

Salary Intervals (\$)	Director and Assistant Director of Education				Supervisory Officers				Consultants				Total			
	Men		Women		Men		Women		Men		Women		Men		Women	
	No. Per Cent	No. Per Cent	Women Per Cent, of Total	No. Per Cent	No. Per Cent	Women Per Cent, of Total	No. Per Cent	No. Per Cent	Women Per Cent, of Total	No. Per Cent	No. Per Cent	Women Per Cent, of Total	No. Per Cent	No. Per Cent	Women Per Cent, of Total	
<30 000																
30 000 - 32 999																
33 000 - 35 999																
36 000 - 38 999																
39 000 - 41 999																
42 000 - 44 999																
45 000 - 47 999																
48 000 - 50 999																
51 000 - 53 999																
54 000 - 56 999																
57 000 - 59 999																
60 000 - 62 999																
63 000 - 65 999																
66 000 - 68 999																
69 000 - 71 999																
72 000 - 74 999																
75 000 - 77 999																
78 000 - 80 999																
81 000 - 83 999																
84 000 and over																
TOTAL																

Source: Affirmative Action Data Base, 1986.

a In this table only, the positions of director and assistant director have been collapsed for purposes of maintaining confidentiality.

b Refers to the number of women within each salary interval for each position divided by the total number of educational staff within that salary interval.

Table 4B: Full-Time Board and School Personnel in Ontario, by Sex, Salary Range, and Type of Duty, 1986-87 (Group 3)

Table 4B presents the distribution of staff in group 3 by sex and type of duty, by salary intervals. The following are selected highlights:

- ° In the group 3 positions as a whole, there are about twice as many women as men. In this group 86.6 per cent of the women and 48.1 per cent of the men receive salaries of \$23 999 or less.
- ° There are almost twice as many women as men in the occupational category "other professional staff". However, about 62 per cent of all men in this occupational category receive salaries of \$36 000 or higher, whereas 58.3 per cent of all women in this category earn \$35 999 or less. "Other professional staff" includes personnel with professional qualifications providing educational services to students, such as psychologists, speech therapists, and attendance counsellors.
- ° The salary distribution of paid teacher-aides is similar for men and women, although there are approximately sixteen times as many women as men working as paid teacher-aides. Note that the three individuals receiving salaries between \$33 000 and \$41 999 are all male.
- ° Of the female technicians, about 64 per cent receive salaries of \$20 999 or less. Of the men in this category, about 80 per cent receive salaries of \$21 000 or more. There are almost three times as many men as women in this occupational category.
- ° Although there are 4.5 times as many women as men employed as "other paraprofessionals", there are slightly more than 6 times as many women as men in the salary ranges below \$21 000.
- ° The ratio of men to women in the category "other staff on board's payroll (non-supervisory)" is about 6.5:1. However, only 51.7 per cent of the men receive salaries of \$23 999 or less, whereas 82.1 per cent of the women fall into this salary range. Personnel in this occupational category are employed in such areas as business administration and computer services, public information, research, plant operation and maintenance, food services, and pupil transportation.

- ° The ratio of men to women in the category "other staff on board's payroll (supervisory)" is about 3:1. Again, a higher percentage of women are found in the lower salary ranges: 31.6 per cent of the women in this occupational category make \$26 999 or less, in contrast to only 18.9 per cent of the men.
- ° The category "clerical and secretarial" continues to be female-dominated: the male-female ratio is about 1:28. Approximately 74 per cent of the women and 37 per cent of the men earn \$20 999 or less.

TABLE 4.B

Full-Time Board and School Personnel in Ontario, by Sex, Salary Range, and Type of Duty, 1986-87 (Group 3)

Salary Intervals (\$)	Other Professional Staff ^a (non-teaching)			Paid Teacher-Aides			Technicians		
	Men No.	Men Per Cent	Women No.	Men No.	Men Per Cent	Women No.	Men No.	Men Per Cent	Women Per Cent of Total ^b
<9 000	1	0.21	7	8	3.70	229	1	0.19	54.78
9 000 - 11 999			3	26	12.04	520	14	0.39	67.36
12 000 - 14 999	1	0.21	10	68	31.48	934	30	3.09	45.43
15 000 - 17 999	1	0.21	18	71	32.87	1 280	83	16.02	24.56
18 000 - 20 999	5	1.07	42	35	16.20	573	264	50.97	8.86
21 000 - 23 999	20	4.28	71	5	2.31	22	102	19.69	0.27
24 000 - 26 999	25	5.35	107				30	5.79	0.04
27 000 - 29 999	37	7.92	107				15	2.90	
30 000 - 32 999	42	8.99	100	1	0.46		3	0.58	
33 000 - 35 999	45	9.64	75	1	0.46		1	0.19	
36 000 - 38 999	57	12.21	111	1	0.46		1	0.19	
39 000 - 41 999	35	7.49	89						
42 000 - 44 999	47	10.06	74						
45 000 - 47 999	56	11.99	62						
48 000 - 50 999	55	11.78	31						
51 000 - 53 999	22	4.71	11						
54 000 - 56 999	9	1.93	3						
57 000 - 59 999	2	0.43	1						
60 000 and over	7	1.50	4						
TOTAL	467	100.00	926	216	100.00	3 560	518	100.00	100.00

Source: Affirmative Action Data Base, 1986.

^a Includes personnel with professional qualifications providing educational services to students, such as psychologists, social workers, attendance counsellors, speech therapists.^b Refers to the number of women within each salary interval for each position divided by the total number of educational staff within that salary interval.

TABLE 4.B (continued)

Salary Intervals (\$)	Other Paraprofessionals ^c				Other Staff on Board's Payroll ^d							
	Men		Women		Non-supervisory		Women		Men		Supervisory	
	No.	Per Cent	No.	Per Cent of Total ^b	No.	Per Cent	No.	Per Cent of Total ^b	No.	Per Cent	No.	Per Cent of Total ^b
<9 000	3	3.49	35	9.00	37	0.27	60	2.86				
9 000 - 11 999			6	1.54	28	0.21	98	4.67				
12 000 - 14 999	4	4.65	17	4.37	199	1.46	136	6.48			6	1.21
15 000 - 17 999	22	25.58	160	41.13	161	1.18	516	24.58			21	4.25
18 000 - 20 999	20	23.26	85	21.85	1 529	11.25	467	22.25	3	0.20	12	2.43
21 000 - 23 999	33	38.37	50	12.85	5 079	37.35	447	21.30	14	0.91	63	12.75
24 000 - 26 999	2	2.33	17	4.37	4 341	31.93	188	8.96	102	6.65	54	10.93
27 000 - 29 999	2	2.33	7	1.80	1 012	7.44	89	4.24	172	11.22	91	18.42
30 000 - 32 999			7	1.80	299	2.20	43	2.05	140	9.13	73	14.78
33 000 - 35 999			1	0.26	576	4.24	31	1.48	149	9.72	45	9.11
36 000 - 38 999					211	1.55	10	0.48	245	15.98	47	9.51
39 000 - 41 999	1	0.26			64	0.47	4	0.19	176	11.48	23	4.66
42 000 - 44 999	3	0.77			37	0.27	9	0.43	124	8.09	13	2.63
45 000 - 47 999					16	0.12	1	0.05	114	7.44	16	3.24
48 000 - 50 999					1	0.01			88	5.74	6	1.21
51 000 - 53 999					4	0.03			44	2.87	13	2.63
54 000 - 56 999					1	0.01			52	3.39	4	0.81
57 000 - 59 999									46	3.00	1	0.20
60 000 and over					2	0.01			14	0.91	6	1.21
TOTAL	86	100.00	389	100.00	13 597	100.00	2 099	100.00	1 533	100.00	494	100.00

^c Includes such staff as chaplains, lifeguards, outdoor educational staff, lunchroom supervisors, and nurses-aides.

^d Includes staff employed in Public Information, Food Services, Plant Operation and Maintenance, Pupil Transportation, as well as other staff on board's payroll (supervisory and non-supervisory).

TABLE 4.B (continued)

Salary Intervals (\$)	Clerical & Secretarial						Total		
	Men			Women			Men		
	No. Per Cent	No. Per Cent	No. Per Cent	No. Per Cent	Per Cent of Total ^b	Per Cent of Total	No. Per Cent	No. Per Cent	Total
<9 000				38	0.40	9.09	49	0.29	369
9 000 - 11 999	1	0.29		88	0.92	11.40	56	0.33	716
12 000 - 14 999	6	1.73		659	6.87	32.05	280	1.67	1 776
15 000 - 17 999	40	11.53		2 872	29.96	55.11	314	1.87	4 897
18 000 - 20 999	81	23.34		3 446	35.95	53.29	1 767	10.54	4 700
21 000 - 23 999	89	25.65		1 778	18.55	22.03	5 592	33.36	2 479
24 000 - 26 999	61	17.58		566	5.90	10.02	4 703	28.05	945
27 000 - 29 999	36	10.37		105	1.10	6.32	1 257	7.50	404
30 000 - 32 999	27	7.78		28	0.29	3.56	532	3.17	254
33 000 - 35 999	5	1.44		5	0.05	0.48	875	5.22	157
36 000 - 38 999	1	0.29		1	0.01	0.16	447	2.67	169
39 000 - 41 999							225	1.34	117
42 000 - 44 999							198	1.18	99
45 000 - 47 999							160	0.95	79
48 000 - 50 999							100	0.60	37
51 000 - 53 999							78	0.47	24
54 000 - 56 999							56	0.33	7
57 000 - 59 999							16	0.10	2
60 000 and over							59	0.35	10
TOTAL	347	100.00	9 586	100.00			16 764	100.00	17 241
									34 005

Tables 5 and 6

Tables 5 and 6 present the distribution by sex and type of duty, by salary intervals, for the full-time educational staff in Ontario's elementary and secondary school systems, respectively. Full-time educational staff includes principals, vice-principals, department heads, regular teachers, and "other" staff. (The category "other" refers to teachers not employed in a regular classroom situation, for example, librarians and guidance personnel.)

Table 5: Full-Time Elementary School Educational Staff in Ontario, by Sex, Salary Range, and Type of Duty, 1986-87 (Group 2)

Table 5 presents salary data for full-time educational staff in the Ontario elementary school system. The following are selected highlights:

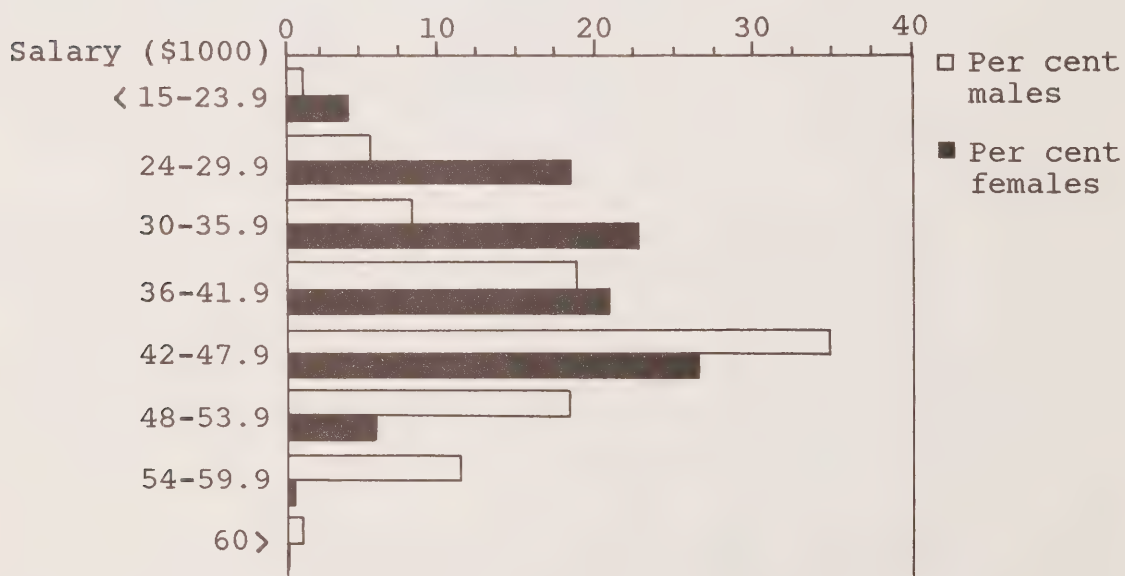
- ° In the total elementary school educational staff, the overall ratio of men to women is about 1:2. This proportion is not, however, reflected in the upper and lower extremes of the salary range: about seven times as many women as men earn under \$30 000 and about five times as many men as women earn more than \$51 000. Furthermore, for each occupational category in group 2 (with the exception of vice-principals and department heads), the median salary for females falls in a lower salary range than the median for males.
- ° The 5:1 ratio of male principals to female principals again indicates the underrepresentation of women in positions of added responsibility. Here, the percentages of female and male principals earning \$60 000 or more are almost equal. However, about 22 per cent of the female principals (contrasted with about 9 per cent of the male principals) are found in the lower salary ranges (\$50 999 or less) for this position.
- ° There are about three times as many male vice-principals as female. Approximately the same proportion of women as men are found in the various salary intervals, with the median salary for both sexes falling in the \$48 000 to \$50 999 interval.
- ° There are almost three times as many female "regular" teachers as male. About 13 per cent of the men and 4.5 per cent of the women in this occupational category are found in the upper ranges of the salary distribution (\$48 000 and up). About 5 per cent of the men and about 11 per cent of the women are found

in the lower ranges (\$26 999 or less). The median salary for male teachers falls somewhere in the \$42 000 to \$44 999 interval; the median salary for female teachers falls in the \$36 000 to \$38 999 interval.

- ° Nearly four times as many women as men hold positions as "other" teachers. Almost 18 per cent of the women and about 7 per cent of the men are found in the lower ranges of the salary distribution for the position, that is, under \$30 000. In contrast, about 13 per cent of the men and only 6 per cent of the women in this group are in the upper ranges of the salary distribution (\$48 000+). The medians fall in the \$36 000 to \$38 999 interval for women and in the \$42 000 to \$44 999 interval for men.

Figure 6 gives an overview of the salary distribution by sex of full-time elementary school staff; details are given in Table 5.

Figure 6: Salary Distribution by Sex, Full-Time Elementary Educational Staff, 1986-87



Source: Affirmative Action Data Base, 1986.

Note: "Educational Staff" refers to principals, vice-principals, department heads, regular classroom teachers, and "others"; the category "others" usually refers to those teachers not employed in a regular classroom situation, for example, librarians and guidance personnel.

TABLE 5

Full-Time Elementary-School Educational Staff in Ontario, by Sex, Salary Range, and Type of Duty, 1986-87 (Group 2)

Salary Intervals (\$)	Principal			Vice-Principal			Department Head		
	No.	Men Per Cent	Women Per Cent of Total ^a	No.	Men Per Cent	Women Per Cent of Total ^a	No.	Men Per Cent	Women Per Cent of Total ^a
<15 000	1	0.17	1.22						
15 000 - 17 999				1	0.09	0.49			
18 000 - 20 999	1	0.17	0.49				1	0.52	0.06
21 000 - 23 999									
24 000 - 26 999	3	0.50	0.09	1	0.23	0.03			
27 000 - 29 999	3	0.50	0.06	1	0.23	0.02	5	0.52	0.09
30 000 - 32 999	4	0.13	0.12	2	0.45	0.04	3	2.34	0.06
33 000 - 35 999	1	0.03	0.07	3	0.26	0.07	8	6.25	0.15
36 000 - 38 999	5	0.16	0.13	9	0.79	0.15	12	6.19	0.27
39 000 - 41 999	14	0.44	0.08	34	3.00	0.17	17	8.76	0.18
42 000 - 44 999	36	1.14	0.22	62	5.47	0.28	25	12.89	0.35
45 000 - 47 999	74	2.35	0.30	150	13.24	0.71	62	31.96	0.82
48 000 - 50 999	154	4.89	1.20	458	40.42	3.86	69	35.57	
51 000 - 53 999	557	17.70	11.07	383	33.80	10.91	37	28.91	
54 000 - 56 999	1 043	33.14	13.32	20	1.77	0.56			
57 000 - 59 999	1 045	33.21	13.56	3	0.26				
60 000 - 62 999	201	6.39	14.29	2	0.18				
63 000 - 65 999	3	0.10							
66 000 and over	1	0.03							
Not reported	8	0.25							
TOTAL	3 147	100.00	100.00	1 133	100.00	443	100.00	194	100.00
				7	0.62	5	1.13	2	1.03
								1	0.78
								128	100.00

Source: Affirmative Action Data Base, 1986.

Note: "Educational Staff" refers to principals, vice-principals, department heads, regular classroom teachers, and other staff. Figures for Group 2 may not be identical throughout the report because of the different approaches used in summarizing the data.

TABLE 5 (continued)

Salary Intervals (\$)	Regular Teacher			Other ^b			Total		
	No.	Men Per Cent	Women Per Cent	No.	Men Per Cent	Women Per Cent	No.	Men Per Cent	Women Per Cent
			of Total ^a			of Total ^a			of Total
<15 000	4	0.03	0.19	7	0.18	8.54	4	0.02	78
15 000 - 17 999	3	0.02	0.19	6	0.16	7.59	3	0.02	76
18 000 - 20 999	15	0.11	0.45	23	0.60	11.22	18	0.10	187
21 000 - 23 999	201	1.54	1 273	11	1.04	5.89	212	1.14	1 367
24 000 - 26 999	411	3.14	2 515	26	2.46	6.92	438	2.35	2 739
27 000 - 29 999	578	4.42	4 308	39	3.69	6.23	619	3.33	4 645
30 000 - 32 999	623	4.77	4 102	45	4.26	8.19	673	3.62	4 540
33 000 - 35 999	790	6.04	4 065	49	4.57	9.11	865	4.65	4 577
36 000 - 38 999	1 327	10.15	3 471	67	6.34	12.96	1 437	7.73	3 823
39 000 - 41 999	1 894	14.49	4 183	84	7.95	16.14	2 048	11.01	4 517
42 000 - 44 999	2 123	16.24	4 758	89	8.42	17.99	2 448	13.16	5 387
45 000 - 47 999	3 342	25.57	4 494	202	19.11	27.35	3 977	21.38	5 334
48 000 - 50 999	1 596	12.21	1 598	125	11.83	18.63	2 402	12.91	2 100
51 000 - 53 999	28	0.21	24	6	0.57	0.70	975	5.24	317
54 000 - 56 999	5	0.04	4	1	0.09	0.32	1 069	5.75	177
57 000 - 59 999	4	0.03	2	1	0.28	0.17	1 055	5.67	128
60 000 - 62 999	1	0.01	1	3	0.28	0.42	202	1.09	34
63 000 - 65 999	1	0.01					6	0.03	1
66 000 and over							1	0.01	
Not reported	123	0.94	811	8	0.76	6.11	148	0.80	883
TOTAL	13 069	100.00	35 911	1 057	100.00	3 828	18 600	100.00	40 910
									100.00
									59 510

^a Refers to the number of women within each salary interval for each position divided by the total number of educational staff within that salary interval.

^b Usually refers to those teachers not employed in a regular classroom situation, for example, librarians and guidance personnel.

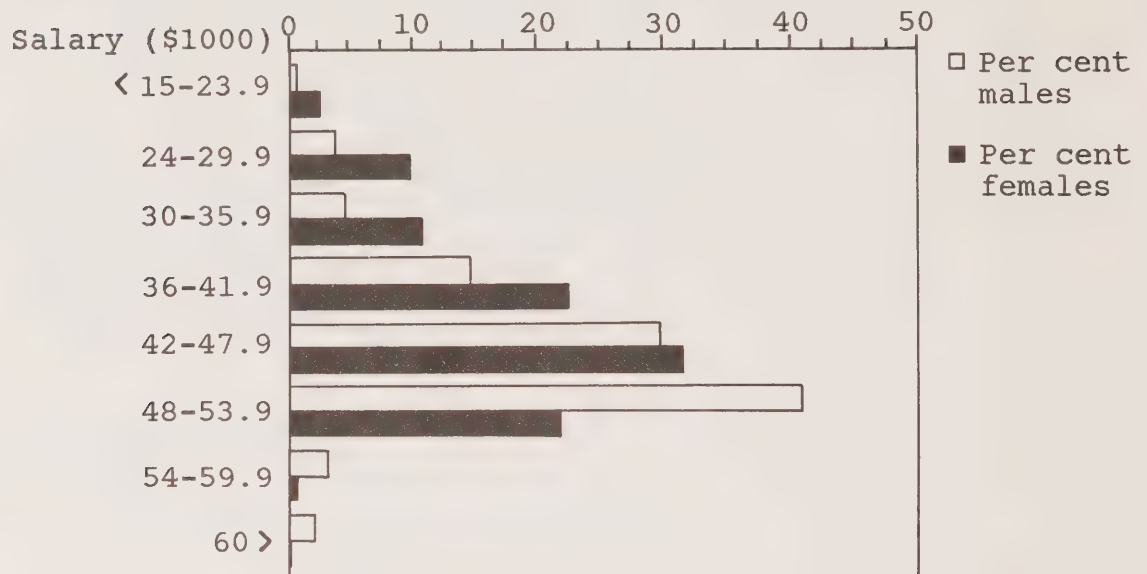
Table 6: Full-Time Secondary School Educational Staff in Ontario, by Sex, Salary Range, and Type of Duty, 1986-87

Table 6 presents salary data for full-time educational staff in the publicly supported Ontario secondary school system. Note that Roman Catholic secondary staff, Grades 9-12, are included in these figures. The following are selected highlights:

- ° There are almost twice as many men as women in the total secondary school educational staff. As was the case with the distribution of the total elementary school educational staff, a higher percentage of women (about 12 per cent) than men (about 5 per cent) earn salaries of less than \$30 000, and a higher percentage of men (about 14 per cent) than women (4 per cent) earn \$51 000 or more.
- ° The ratio of male principals to female principals is about 10:1. About 80 per cent of the male principals and slightly less than 60 per cent of the female principals earn \$60 000 or more. No principal, male or female, earns less than \$42 000.
- ° There are almost six male vice-principals for each female vice-principal. Of the male vice-principals, 23.9 per cent, compared to 48.3 per cent of female vice-principals, earn less than \$54 000. The median salary falls in the \$54 000 to \$56 999 interval for both sexes.
- ° There are slightly more than three male department heads for each female department head. Even though the median salary for men and women in this group falls between \$48 000 and \$50 999, the percentage of female department heads (37.5 per cent) earning less than \$48 000 is almost double the percentage of male department heads in this occupational category.
- ° There are 1.6 male "regular" teachers for each female "regular" teacher in Ontario's secondary schools. About 15 per cent of the female teachers and about 7 per cent of the male teachers earn less than \$30 000. At the upper end of the salary ranges (\$48 000 or more) are found about 30 per cent of the male teachers and about 14 per cent of the female teachers. The interval in which the median salary lies is \$45 000 to \$47 999 for males and \$39 000 to \$41 999 for females.

Figure 7 gives an overview of the salary distribution by sex of full-time secondary school staff; details are given in Table 6.

Figure 7: Salary Distribution by Sex,
Full-Time Secondary Educational Staff, 1986-87



Source: Affirmative Action Data Base, 1986.

Note: "Educational Staff" refers to principals, vice-principals, department heads, regular classroom teachers, and "others"; the category "others" usually refers to those teachers not employed in a regular classroom situation, for example, librarians and guidance personnel. Roman Catholic secondary schools, Grades 9-12, are included.

TABLE 6

Full-Time Secondary-School Educational Staff in Ontario, by Sex, Salary Range, and Type of Duty, 1986-87 (Group 2)

Salary Intervals (\$)	Principal			Vice-Principal			Department Head		
	No.	Per Cent	Women Per Cent ^a	No.	Per Cent	Women Per Cent ^a	No.	Per Cent	Women Per Cent ^a
<15 000									
15 000 - 17 999				1	0.12		1	0.06	2.86
18 000 - 20 999							1	0.06	4.35
21 000 - 23 999							4		
24 000 - 26 999							5	0.09	0.46
27 000 - 29 999							5	0.09	
30 000 - 32 999							15	0.28	0.73
33 000 - 35 999							33	0.62	0.83
36 000 - 38 999							64	1.20	2.76
39 000 - 41 999							177	3.31	2.18
40 000 - 43 999							151	2.82	4.20
41 000 - 44 999							526	9.84	4.24
42 000 - 47 999	2	0.32	1	1.59			273	15.64	3.35
43 000 - 49 999	3	0.48					745	42.69	7.43
44 000 - 51 999	9	1.43	2	3.17			293	16.79	11.74
45 000 - 53 999	11	1.74	2	3.17			9	0.52	1.65
46 000 - 55 999	24	3.80	5	7.94					
47 000 - 59 999	79	12.52	13	20.63					
48 000 - 62 999	136	21.55	19	30.16					
49 000 - 65 999	348	55.15	17	26.98					
50 000 and over	19	3.01	1	1.59					
Not reported			3	4.76					
TOTAL	631	100.00	63	100.00	806	100.00	145	100.00	5 348
									1 745
									100.00
									6.14
									2.23
									100.00

Source: Affirmative Action Data Base, 1986.

Note: "Educational Staff" refers to principals, vice-principals, department heads, regular classroom teachers, and others. Figures for Group 2 may not be identical throughout the report because of the different approaches used in summarizing the data.

TABLE 6 (continued)

Regular Teacher				Other ^b				Total Educational Staff ^c			
Salary Intervals (\$)	No. Per Cent	Men	Women	Women Per Cent ^a of Total ^a	No. Per Cent	Men	Women Per Cent ^a of Total ^a	No. Per Cent	Men	Women	Total
<15 000	9	0.05	25	0.24							
15 000 - 17 999	7	0.04	14	0.14							
18 000 - 20 999	29	0.17	42	0.41							
21 000 - 23 999	180	1.08	244	2.38							
24 000 - 26 999	392	2.35	516	5.03							
27 000 - 29 999	525	3.15	679	6.61							
30 000 - 32 999	530	3.18	635	6.18							
33 000 - 35 999	531	3.19	631	6.15							
36 000 - 38 999	1 638	9.84	1 182	11.51							
39 000 - 41 999	1 572	9.44	1 282	12.49							
42 000 - 44 999	1 385	8.32	1 069	10.41							
45 000 - 47 999	4 717	28.34	2 166	21.09							
48 000 - 50 999	4 799	28.83	1 405	13.68							
51 000 - 53 999	139	0.83	28	0.27							
54 000 - 56 999	7	0.04	1	0.01							
57 000 - 59 999	3	0.02	1	0.01							
60 000 - 62 999	3	0.02									
63 000 - 65 999	1	0.01	3	0.03							
66 000 and over	1	0.01									
Not reported	179	1.08	345	3.36							
TOTAL	16 647	100.00	10 268	100.00	832	100.00	620	100.00	24 264	100.00	37 105

^a Refers to the number of women within each salary interval for each position divided by the total number of educational staff within that salary interval.

^b Usually refers to those teachers not employed in a regular classroom situation, for example, librarians and guidance personnel.

^c Includes Roman Catholic secondary schools, Grades 9 to 12.

III. THE AFFIRMATIVE ACTION/EMPLOYMENT EQUITY INCENTIVE FUND

The Ministry of Education's policy on affirmative action/employment equity for women employees of school boards first found tangible expression in a series of official memoranda and letters starting in 1973. These requested school boards to establish a voluntary affirmative action program to improve the status of their female employees by increasing women's representation in senior-level positions.

In March 1984 a major conference entitled "Focus on Leadership: Affirmative Action in School Boards" was sponsored by the ministry in co-operation with sixteen provincial educational organizations. The conference called on elected board officials and directors of education to adopt policies and undertake plans to address the low representation of women in positions of added responsibility.

In a memorandum sent to all Ontario school boards on December 3, 1984, the Minister of Education announced that the Ministry of Education, in co-operation with the Ontario Women's Directorate, would establish an incentive fund for two years (1985 and 1986) to encourage school boards to develop and implement an affirmative action program for their female employees. In the same memorandum the Minister of Education also formally requested that each school board take the following steps:

- ° adopt a formal policy of affirmative action for female employees;
- ° appoint a senior staff member to develop and co-ordinate an affirmative action plan, which would identify goals and timetables for the hiring, promotion, and training of female employees at all levels, including both teaching and non-teaching staff;
- ° collect and analyse data concerning the occupational and salary distribution of male and female staff, job competitions, projected vacancies, and staff training and development.

In order to collect data on a provincial basis, an affirmative action section was added to the September Board Report, starting in 1985. This section will be expanded to collect data on job competitions, projected vacancies, and staff training and development in future.

The first reference to affirmative action for women in Ontario legislation is contained in section 136-1(5) of Bill 30, the legislation extending funding to Roman Catholic separate schools for Grades 11 and 12. Bill 30, proclaimed in June 1986, includes a clause requiring a public board to "endeavour to maintain and promote affirmative action with respect to the employment of women on its teaching staff" in designating staff whose services will not be required by the public board as a result of enrolment shifts.

In December 1986 the Minister of Education tabled in the Legislature The Status of Women and Affirmative Action/ Employment Equity in Ontario School Boards, the first annual report on the subject. Later that month the minister issued Policy/Program Memorandum No. 92, which:

- ° extended the Affirmative Action/Employment Equity Incentive Fund for an additional three years and added a third year of grant;
- ° requested boards to establish a minimum numerical objective of 30 per cent representation of women in all positions at all levels by the year 2000;
- ° stated that future requirements will include affirmative action/employment equity sections in annual reports of chief executive officers of school boards;
- ° announced that the Education Act would be amended in future to require school boards to promote and maintain affirmative action/employment equity for women employees.

A clause empowering the minister to require boards to establish and maintain a policy of affirmative action with respect to the employment and promotion of women was included in the 1987 Omnibus Bill to amend the Education Act.

Aspects of the Affirmative Action/Employment Equity Incentive Fund

Under the Affirmative Action/Employment Equity Incentive Fund the province agrees to reimburse eligible boards for up to 75 per cent of the cost of employing an affirmative action/employment equity co-ordinator, to a maximum of \$20 000 in the first year, \$18 000 in the second year, and \$10 000 in the third year of a board's participation. Eligible costs include the salary and benefits of the co-ordinator, as well as costs related to the development and implementation of the program, such as special staff

development initiatives, communications materials, and the creation of resource material.

Boards that have already implemented an affirmative action/employment equity program prior to applying for funding are not eligible for funding for the salary of an existing co-ordinator position, but they are eligible to apply for funds to support special projects related to affirmative action/employment equity for women, such as the development of a targeting model or a special staff development activity.

Boards are also eligible to apply for a one-time special grant of up to \$3 000 to cover consulting fees incurred in developing a special project related to the implementation of affirmative action/employment equity for female employees.

To be eligible for a grant, a board must have formally adopted an affirmative action/employment equity policy for female employees. Boards that submit proposals by February 15 and receive approval for their proposals are eligible to receive the full amount of their approved grant during that calendar year. Participating boards are required to submit year-end reports following the format outlined in the Conditions of Grant. Participating boards are also required to have appropriate financial and management controls in place. All monies received from the fund are subject to audit by the provincial auditor and the Ministry of Education.

The administration of the Affirmative Action/Employment Equity Incentive Fund is carried out by the Equal Opportunity/Affirmative Action Unit in the Human Resources Branch of the Ministry of Education. Designated education officers within each regional office act as the primary liaison between boards and the Equal Opportunity/Affirmative Action Unit. The regional office representatives are available to provide boards with information and assistance regarding the submission of proposals, the completion of year-end reports, and program implementation. The Equal Opportunity/Affirmative Action Unit provides the provincial co-ordination for the program, working closely with the Ontario Women's Directorate to ensure consistency across the sectors participating in the incentive fund.

School Board Participation in the Affirmative Action/ Employment Equity Incentive Fund

The response of school boards to the Affirmative Action/Employment Equity Incentive Fund has been very positive. It should be noted that board participation rates in the fund were originally calculated on the basis of a total of

126 boards, excluding 57 boards which, although eligible for incentive funding, were not considered likely to apply for grants. The 57 boards excluded from the calculation of participation rates fall into the following categories: very small boards with fifty or fewer employees (13); isolate boards (25); Canadian Forces boards (11); and treatment centres (8). Of these 57 boards, one Canadian Forces board has applied for and received funding.

In 1985, the initial year of the fund, fifty boards took the initiative to participate in the program. By 1987 ninety-one boards had received grants under the incentive fund program, and more than \$3.3 million had been provided to boards during the 1985, 1986, and 1987 funding periods. Forty-one school boards are in their final year of eligibility for funding in 1987. Figure 8 below summarizes the participation of school boards by region during these three years, using 127 as the total number of boards likely to participate. Of these 127 boards, 72 per cent have participated in the fund for at least one year.

Appendix A to this report summarizes the funds allocated to participating boards by region.

Figure 8: Affirmative Action/Employment Equity Incentive Fund Participation by Region

Ministry of Education Region	Number of Boards ^a							
	In region	Participation by year			Total years of funding			
		1985	1986	1987	0	1	2	3
Central	43	10	34	38	4	5	15	19
Eastern	17	10	13	16	1	3	2	10
Midnorthern	14	3	5	3	9	1	2	2
Northeastern	17	7	9	8	6	1	5	4
Northwestern	15	2	4	3	11	0	3	1
Western	21	8	13	11	5	8	2	7
TOTAL	127	40	78	79	36	18	29	43

Source: Equal Opportunity/Affirmative Action Unit, Human Resources Branch, Ministry of Education, Fall 1987.

^a Excludes fifty-seven very small or isolate boards.

IV. SCHOOL BOARD INITIATIVES AND RESULTS

School boards report in two ways on their affirmative action/employment equity initiatives for women employees: in an affirmative action section of the September Board Report (all boards); and through the Affirmative Action/Employment Equity Incentive Fund Year-End Reports (boards participating in the incentive fund program). Information in this section of the report has been extracted from these two sources.

Adoption of Affirmative Action/Employment Equity Policies for Women Employees

Prior to the inception of the Affirmative Action/Employment Equity Incentive Fund, eight Ontario school boards had adopted affirmative action policies and/or programs for women employees. Approximately twenty additional boards had equal opportunity initiatives of varying kinds in place. Boards with longer-standing programs are primarily located in large urban areas in the Central, Eastern, and Western regions.

According to 1986 September Board Report data, eighty-four school boards have reported affirmative action/employment equity policies for women employees. Sixty-three of these boards adopted their policy in 1985 or later. The first such policy was adopted by a large Ontario school board in the Central Region in 1975. By the end of 1985 there were boards of all sizes (very small, small, medium, and large) and in all six regions with formal affirmative action/employment equity policies for women employees. Of 133 256 school board employees in 1986, 104 919, or 78.7 per cent, worked for boards with affirmative action/employment equity policies.

Figure 9 shows the number of boards by board size that adopted affirmative action/employment equity policies for women employees prior to 1985, in 1985, and in 1986.

Figure 9: Affirmative Action/Employment Equity Policies Adopted by Board Size

Year Affirm- ative Action/ Employment Equity Adopted	Board Size (no. of employees)			Total Number
	Up to 400	401 to 1000	1001 or more	
1975-84	5	2	14	21
1985	15	18	12	45
1986	6	4	8	18
TOTAL	26	24	34	84

Source: 1986 September Board Report.

Of the 126 boards considered likely to participate, 49 have 400 or fewer employees; 31 have 401 to 1000 employees; and 46 have 1001 or more employees. Thus 53 per cent of the small boards, 77 per cent of the medium boards, and 43 per cent of the large boards reported having established affirmative action/employment equity policies in the 1986 September Board Report.

Establishment of Affirmative Action/Employment Equity Co-ordinator Positions

In September 1986 there were sixty-eight boards with either full- or part-time affirmative action/employment equity co-ordinators. Nineteen of the 23 full-time co-ordinators were employed in large boards (more than 1000 employees); 31 of the 45 part-time co-ordinators worked in boards with fewer than 1000 employees.

Most frequently the co-ordinators reported to the Director of Education, with 40 (59 per cent) doing so. Fifty-two of the co-ordinators held term appointments.

Figure 10 shows the breakdown of co-ordinator positions by region. Co-ordinator positions existed most frequently in the Central Region and least frequently in the Midnorthern and Northwestern regions in 1986.

Figure 10: Co-ordinator Positions by Region

Region	Full-Time Positions	Part-Time Positions	Total
Central	14	18	32
Eastern	4	10	14
Midnorthern	1	2	3
Northeastern	0	8	8
Northwestern	2	1	3
Western	2	6	8
TOTAL	23	45	68

Source: 1986 September Board Report.

As reported above, 126 school boards were considered likely to participate in the Affirmative Action/Employment Equity Incentive Fund. Of these 126 boards, 46 per cent did not have an affirmative action/employment equity co-ordinator position in place as of September 30, 1986; 36 per cent had a part-time position; and only 18 per cent had a full-time position.

Development of Affirmative Action/Employment Equity Implementation Plans

Of the eighty-four boards reporting an affirmative action/employment equity policy for women employees in the 1986 September Board Report, fifty-three had also developed an implementation plan by that time. Implementation plans were reported by boards of all sizes and in all regions.

A total of seventy-five 1986 Year-End Reports from boards participating in the Affirmative Action/Employment Equity Incentive Fund were analysed by the Ministry of Education. Planning activities reported by these boards were many and varied. A sampling of these activities is shown in Figure 11.

Figure 11: Selected Planning Activities Reported in 1986 Year-End Reports

Planning Activity	Number of Boards		
	Completed	In progress	Total
Analysis by sex of board work force	61	6	67
Data collection on job applications	26	26	52
Vacancy projections	31	24	55
Identification of qualified female resource pools	29	28	57
Attitudinal survey	30	15	45
Revision of recruitment techniques	12	42	54
Revision of selection criteria	12	46	58
Establishment of individual school plans	9	28	37
Establishment of numerical planning targets	4	16	20

Source: 1986 Affirmative Action/Employment Equity Incentive Fund Year-End Reports.

In 1985 only 20 per cent of the boards reported having established numerical planning targets to increase the proportion of women in non-traditional and administrative positions. Only four boards had established such targets by the end of 1986, with sixteen additional boards in the process of establishing them. In all, only 27 per cent of the boards are working on this important aspect of an effective, results-oriented affirmative action/employment equity plan.

When asked in Year-End Reports whether specific activities related to implementing the board's policy had occurred, a great many school boards replied in the affirmative. Among the activities reported by these boards are those shown in Figure 12.

Figure 12: Selected Implementation Activities Reported in 1986 Year-End Reports

Implementation Activity	Number of Boards
Communication of policy to all staff	59
Awareness sessions conducted for trustees	59
Awareness sessions conducted for management	55
Affirmative action/employment equity committee established	63
Long- and short-term goals established	49
Production of affirmative action/employment equity resource materials	38

Source: 1986 Affirmative Action/Employment Equity Incentive Fund Year-End Reports.

Of the seventy-five boards, forty-two, or 56 per cent, have monitoring measures as part of their affirmative action/employment equity plan - a small percentage increase over 1985. There is a mechanism for the affirmative action/employment equity person to provide regular reports to the Director of Education in 67 per cent of the boards; in 75 per cent of the boards the trustees receive regular reports - an increase over the 1985 percentage of less than 50 per cent.

Comparative Status of Women in Boards With/Without Affirmative Action/Employment Equity Policies

Although no cause-and-effect relationship can be demonstrated definitively, it is interesting to note that the representation of women in most positions of added responsibility is higher in boards with affirmative

action/employment equity policies than in boards without such policies.

When data showing percentages of positions of added responsibility held by women in boards with policies are compared with overall provincial data, women hold a slightly higher share of all these positions, with the exception of elementary principals and directors of education. Consultant staff rates are identical.

Figure 13 compares the number and percentage of selected positions of added responsibility held by women in boards that have adopted affirmative action/employment equity policies, boards that have not adopted policies, and all boards. The total number of women in these positions is also shown for boards that did not report on their policy status. Data in Figure 13 are taken from two sources: the 1986 September Board Report and the 1986 Affirmative Action Data Base.

Figure 13: Selected Positions of Added Responsibility Held by Women, by Affirmative Action/Employment Equity Policy Status and in All Boards

Position	Policy Status					All Boards	
	Adopted		Not Adopted		Not Reported ^a		
	No.	Per Cent	No.	Per Cent	No.	No.	Per Cent
Director of education	1	1.2	1	3.1	0	2	1.7
Assistant director	1	3.8	0	0.0	0	1	3.6
Supervisory officer	47	8.9	10	6.0	0	57	8.1
Consultant staff	715	51.2	191	51.1	7	913	51.2
Elementary principal	443	15.3	142	18.1	15	600	16.0
Secondary principal	50	9.6	13	8.0	0	63	9.1
Elementary vice-principal	341	28.5	99	26.8	3	443	28.1
Secondary vice-principal	114	15.5	29	13.9	2	145	15.2
Elementary department head	92	40.4	36	38.3	0	128	39.8
Secondary department head	1323	24.9	411	24.0	11	1745	24.6

Sources: 1986 September Board Report and Affirmative Action Data Base, 1986.

Note: Read the above data as in the following example:
 In boards with affirmative action/employment equity policies, 8.9 per cent of the supervisory officers are female; in boards without policies, 6.0 per cent of the supervisory officers are female; in all boards, 8.1 per cent of the supervisory officers are female.

^a No percentage data are available.

Progress Towards Minimum Numerical Objective of Thirty Per Cent Female Representation

In Policy/Program Memorandum No. 92 the Minister of Education requested that school boards establish a minimum numerical objective of 30 per cent female representation in all positions at all levels and work towards achieving that objective by the year 2000. The ministry is expecting school boards to establish the same minimum objective as that set by the ministry in 1980 for its own work force.

Statistical data for 1986 show that some boards in Ontario have already achieved that objective in some, although not all, of the positions where women have traditionally been underrepresented in the past.

Detailed information about women in positions of added responsibility for each board and region is included in Appendix B. Of the 126 boards expected to participate in the incentive fund program, those listed in Figure 14 below have achieved 30 per cent or greater female representation in the specified positions of added responsibility. Only five of the forty-seven boards listed have achieved 30 per cent or more female representation in more than one of the three groupings.

Figure 14: Boards Reporting Thirty Per Cent or More Female Representation in Selected Positions, 1986

Board Name	Supervisory Officers ^a Per Cent	Teachers With Administrative Responsibilities ^b	
		Elementary Per Cent	Secondary Per Cent
Central Region			
Durham Region RCSSB			43.5
Haliburton County B of E		42.9	
Halton RCSSB		30.6	
Metropolitan Separate School Board			41.4
Metro Toronto School Board		60.0	
Peel B of E			31.4
Peterborough-Victoria Northumberland & Newcastle RCSSB			45.5
Simcoe County RCSSB			41.7
Welland County RCSSB			31.3
Wellington County RCSSB		38.9	
York B of E			32.5
York Region B of E			31.9
Eastern Region			
Ottawa B of E		31.3	
Ottawa RCSSB			45.8
Renfrew County RCSSB		46.2	
Stormont Dundas & Glengarry RCSSB		37.2	

Continued on next page

Figure 14 (continued)

Board Name	Supervisory Officers ^a Per Cent	Teachers With Administrative Responsibilities ^b	
		Elementary Per Cent	Secondary Per Cent
Midnorthern Region			
Central Algoma B of E	50.0		
Chapleau B of E			50.0
Manitoulin B of E		37.5	33.3
Michipicoten B of E			50.0
Michipicoten RCSSB		33.3	
North Shore RCSSB		42.9	
Sault Ste. Marie RCSSB			33.3
Sudbury RCSSB		30.8	36.4
Northeastern Region			
Cochrane-Iroquois Falls B of E	33.3		
Cochrane-Iroquois Falls RCSSB		33.3	
Hearst RCSSB		60.0	
Kapuskasing RCSSB		57.1	
Kirkland Lake RCSSB		37.5	
Nipissing B of E		32.3	
Nipissing RCSSB			33.3
Timiskaming RCSSB		50.0	
Timmins RCSSB			50.0

Continued on next page

Figure 14 (continued)

Board Name	Supervisory Officers ^a Per Cent	Teachers With Administrative Responsibilities ^b	
		Elementary Per Cent	Secondary Per Cent
Northwestern Region			
Dryden B of E		31.3	
Dryden RCSSB		100.0	
Fort Frances-Rainy River RCSSB		60.0	
Geraldton B of E		66.7	
Kenora B of E		35.7	
Lake Superior B of E	50.0	50.0	
Nipigon-Red Rock B of E		75.0	33.3
North of Superior RCSSB		30.0	
Red Lake B of E		50.0	40.0
Western Region			
Bruce-Grey RCSSB		30.0	
Essex RCSSB	40.0		
Kent RCSSB			50.0
Lambton RCSSB			33.3
Oxford RCSSB		50.0	

Source: Affirmative Action Data Base, 1986.

^a Directors of education, assistant directors, and other supervisory officers.

^b Principals, vice-principals, and department heads.

Other Developments in Affirmative Action/Employment Equity Programs for Women in School Boards

In addition to the activities highlighted in previous sections of this report, there are a number of developments and achievements in school board affirmative action/employment equity programs that deserve mention.

Three school boards have been recognized by the Ontario Women's Directorate for outstanding achievement in implementation of employment equity measures for women employees and have received awards from the Ontario government for their achievements, which are summarized below.

1984: North York Board of Education

North York was the first Ontario school board to adopt an affirmative action policy for women employees in 1975 and a sexual harassment policy in 1981. The board is implementing a ten-year Targeting Model - another first - that sets annual numerical targets for promoting women to supervisory officer, principal, and vice-principal; its goal is 50 per cent representation of women in these positions by 1994. Non-sexist communications are expected of all board employees, and all managers are accountable through their performance appraisal for their school or administrative department affirmative action plan.

1986: Toronto Board of Education

The Toronto board's affirmative action program for women includes a tracking process that follows women through the hiring process in teaching and non-teaching positions. Infant- and child-care leaves of up to two years are available to staff, as are career counselling and staff development programs. Goals and timetables were being developed for the board at the time of the award. The board has also established sexual harassment and non-sexist communications policies, and through the Equal Opportunity Office has developed guidelines for interviews.

1987: Waterloo County Board of Education

The Waterloo board, as the region's largest employer, has a keen sense of responsibility for implementing employment equity for women. Their program includes a job-shadowing program for employees wishing to explore a more senior position, extended leaves for maternity or adoption, and a wide spectrum of programs for professional development and staff training. Senior staff are expected to actively

encourage and prepare women for leadership roles in anticipation of large numbers of vacancies resulting from retirements between now and the year 2000. The board has already started to make wage adjustments as a result of its evaluation of a number of positions for pay equity.

Affirmative Action/Employment Equity School Board Network

The Affirmative Action/Employment Equity School Board Network meets three times a year. Participation in the network has grown from less than a dozen boards before the initiation of the incentive fund to more than eighty boards in 1987. The network was established to promote the exchange of information, maintain linkages among those boards involved in affirmative action/employment equity initiatives, and deliver training and development to board personnel responsible for programs. Ministry of Education and Ontario Women's Directorate staff participate in the network meetings, which are hosted on a rotating basis by one or more boards within a region.

Regional networks have also been formed in several of the regions. These groups interact within the greater network and meet regularly to share ideas and expertise on topics related to affirmative action/employment equity policy and program implementation. In some ministry regions, school boards also participate in cross-sector networks that involve other jurisdictions (hospitals, universities, colleges, municipalities) for purposes similar to those of the school board network.

Summer Experience '87

In the summer of 1987 ten students were placed in school boards, with at least one student in each of the six regions of the province, in the first Affirmative Action in School Boards Summer Experience Program. The program was a co-operative venture between the Ministry of Education and the Ministry of Skills Development; it was co-ordinated by a Summer Experience student placed in the Equal Opportunity/Affirmative Action Unit of the Ministry of Education. A portion of the costs for the program was covered by the Affirmative Action/Employment Equity Incentive Fund. Reports, kits, and resource materials were produced by the students in their work to assist school boards with the development and implementation of their affirmative action/employment equity programs for women.

Boards in Their Final Year of Funding

The forty-one boards in their final year of eligibility for incentive funding during 1987 have used the funds to undertake a wide range of affirmative action/employment equity activities. The following list provides an overview of selected activities, excerpted from Year-End Reports for 1985 and 1986, in addition to those reported in Figures 11 and 12 above:

- ° Surveys on employee career aspirations, educational and training requirements, and employee child-care needs
- ° Awareness sessions for employees
- ° Job-search skills workshops
- ° Leadership-development courses
- ° Guidelines for interviews
- ° Training for interviewers and candidates
- ° Development of sexual harassment policy
- ° Development of guidelines for non-sexist communications

It is anticipated that these forty-one boards will continue their implementation of affirmative action/employment equity for women employees as part of their long-term human resources management processes, and that their experience and achievements will be valuable resources for other Ontario school boards.

As shown by the information in this section of the report, school boards have developed and implemented a wide variety of activities with the assistance of the Affirmative Action/Employment Equity Incentive Fund since its inception.

CONCLUSION

School boards identify many benefits arising out of their commitment to affirmative action/employment equity programs for women employees:

- ° Equal opportunity for everyone is enhanced when employment practices and conditions are fair.
- ° Employee turnover decreases and productivity levels rise, with the result that recruitment and training costs decrease.
- ° A variety of leadership styles receives recognition and support within the organization, thus improving the calibre of leadership.
- ° A greater number of employees perceive real opportunities for them within the organization, resulting in improved morale and motivation.
- ° Improved morale is evidenced by lower absenteeism rates.
- ° Both the number and type of role models available to employees and to students increase - an especially important factor for female students.
- ° Personnel procedures (hiring, promotion, performance appraisal) are both fairer and clearer once systemic bias has been eliminated.
- ° The pool of qualified people is expanded, and often doubled, by including women, thus increasing the likelihood of selecting the best possible person for the job.
- ° Selection decisions are made on the basis of competence and ability rather than mainly on gender, as in the past.
- ° Renewal of the organization occurs as outdated attitudes and stereotypes are challenged and modified through increased awareness.
- ° The organization conforms to both the letter and the spirit of human rights legislation and recognizes workplace rights and needs of both women and men.

- ° Successful affirmative action/employment equity initiatives assist employees, students, and community members in understanding social changes concerning sex roles and in developing their own potential.

An additional benefit of affirmative action/employment equity awareness is the change of attitude on the part of many male employees and students who no longer feel compelled to conform to the traditional aggressive or competitive leadership style that forms part of the stereotyped view of male behaviour.

For educators, there is a special motivation to implement employment equity for women. Eighty per cent of our female students will spend thirty or more years in the work force, and most of them will be responsible, for at least part of their lives, for their own financial security. The major source of information our students have about work-force roles is the school. It is here that young women and men first experience on a daily basis the realities of who does what in the world of work. In the educational system students see a microcosmic reflection of the roles of women in the paid work force and form significant attitudes about their own future roles in the world of work.

It is essential that affirmative action/employment equity programs become an integral part of the long-term planning and human-resources management strategies of school boards. As was stated in Policy/Program Memorandum No. 92:

The government is committed to the principle of employment equity. Nowhere is it more important that this principle be observed than in the province's educational system. The role of education and the values it reflects in both human resource deployment and curriculum is critical. Ministry of Education policy requires that students have the opportunity to see men and women in a variety of roles. The school system must be at the forefront in reflecting the changing roles of women and men by providing an environment that exemplifies sex equity, both in the role models it provides and the teaching materials it uses.

The leadership taken by Ontario's school boards in the area of affirmative action/employment equity for women employees must be maintained and enhanced in order to achieve the goal of full equality of opportunity both for female students and for female employees in the educational system.

APPENDIX A

AFFIRMATIVE ACTION/EMPLOYMENT EQUITY
INCENTIVE FUND GRANTS TO SCHOOL BOARDS, 1985-87

APPENDIX A

Affirmative Action/Employment Equity Incentive Fund Grants to School Boards, 1985-87: Summary by Board by Region

Region/Board	Program Development Grant (\$)			One-Time Special Grant (maximum \$3 000)		
	1985	1986	1987	1985	1986	1987
CENTRAL REGION (43 boards)						
Brant County B of E	10 594	16 568	10 000		X	
Brant County RCSSB	15 000	18 000	10 000	X		
Dufferin County B of E					X	
Dufferin-Peel RCSSB		20 000	18 000		X	
Durham B of E	20 000	18 000	10 000	X		
Durham Region RCSSB	15 355.50	18 000	10 000	X		
East York B of E						
Etobicoke B of E						
Haldimand B of E			20 000			X
Haldimand-Norfolk RCSSB	3 758.50	6 818	10 000	X		
Haliburton County B of E			20 000		X	
Halton B of E			20 000			X
Halton RCSSB	12 337.75	18 000	10 000	X		
Hamilton B of E		20 000	18 000			X
Hamilton-Wentworth RCSSB		20 000	18 000		X	
Hastings County B of E	13 828.50	18 000	10 000	X		
Hastings-Prince Edward County RCSSB						X
Lincoln County B of E		20 000	20 000		X	
Lincoln County RCSSB			20 000		X	

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APPENDIX A (continued)

Region/Board	Program Development Grant (\$)			One-Time Special Grant (maximum \$3 000)		
	1985	1986	1987	1985	1986	1987
CENTRAL REGION (cont.)						
Metro Toronto School Board						
Metropolitan Separate School Board	20 000	18 000	10 000	X		
Niagara South B of E	20 000	18 000	10 000	X		
Norfolk B of E	4 874	3 750	10 000	X		
North York B of E	20 000	18 000	10 000		X	
Northumberland & Newcastle B of E	18 165	17 925	10 000	X		
Peel B of E		20 000	18 000		X	
Peterborough County B of E	5 916	18 000	10 000		X	
Peterborough-Victoria-						
Northumberland & Newcastle RCSSB	19 327.61	18 000	10 000	X		
Prince Edward County B of E	20 000	18 000	10 000		X	
Scarborough B of E	20 000	18 000	10 000	X		
Simcoe County B of E		20 000	18 000		X	
Simcoe County RCSSB	7 322.63		18 000			X
Toronto B of E	20 000	18 000	10 000	X		
Victoria County B of E		20 000	18 000		X	
Waterloo County B of E		20 000	18 000		X	
Waterloo County RCSSB			20 000		X	
Welland County RCSSB		20 000	18 000		X	
Wellington County B of E			20 000		X	
Wellington County RCSSB		20 000	18 000		X	
Wentworth County B of E			20 000			X

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APPENDIX A (continued)

Region/Board	Program Development Grant (\$)			One-Time Special Grant (maximum \$3 000)		
	1985	1986	1987	1985	1986	1987
CENTRAL REGION (cont.)						
York B of E	20 000	18 000	10 000	X		
York Region B of E						
York Region RCSSB	20 000	18 000	10 000	X		
Totals by Year			1985 1986 1987	\$351 479.49 569 061.00 566 000.00		
TOTAL CENTRAL REGION				\$1 486 540.49		
EASTERN REGION (17 boards)						
CFB Petawawa			20 000			X
Carleton B of E	20 000	18 000	10 000	X		
Carleton RCSSB			20 000			X
Frontenac County B of E	18 737.50	18 000	10 000	X		
Frontenac-Lennox & Addington County RCSSB	20 000	18 000	10 000	X		
Lanark County B of E	20 000	18 000	10 000	X		
Lanark, Leeds & Grenville RCSSB					X	
Leeds & Grenville County B of E	20 000	18 000	10 000	X		
Lennox & Addington County B of E					X	
Ottawa B of E	20 000	18 000	10 000	X		
Ottawa RCSSB	20 000	18 000	10 000	X		
Prescott & Russell County B of E	20 000	18 000	10 000	X		
Prescott & Russell County RCSSB	20 000	18 000	10 000	X		

Continued on next page

APPENDIX A (continued)

Region/Board	Program Development Grant (£)			One-Time Special Grant (maximum \$3 000)		
	1985	1986	1987	1985	1986	1987
EASTERN REGION (cont.)						
Renfrew County B of E			20 000			X
Renfrew County RCSSB						
Stormont, Dundas & Glengarry County B of E	20 000	18 000	10 000	X		
Stormont, Dundas & Glengarry County RCSSB		20 000	18 000		X	
Totals by Year			1985 1986 1987	\$228 737.50 249 000.00 223 000.00		
TOTAL EASTERN REGION				\$700 737.50		
MIDNORTHERN REGION (15 boards)						
Central Algoma B of E	7 210	12 155		X		
Chapleau B of E						
Chapleau RCSSB						
Dryden B of E						
Espanola B of E	7 631.63	13 500	10 000	X		
Hornepayne B of E						
Manitoulin B of E						
Michipicoten B of E						
Michipicoten RCSSB						
North Shore B of E		5 625	18 000		X	
North Shore RCSSB						

Continued on next page

APPENDIX A (continued)

Region/Board	Program Development Grant (\$)			One-Time Special Grant (maximum \$3 000)		
	1985	1986	1987	1985	1986	1987
MIDNORTHERN REGION (cont.)						
Sault Ste. Marie B of E	11 573.25	18 000	10 000	X		
Sault Ste. Marie RCSSB					X	
Sudbury B of E						
Sudbury RCSSB						
Totals by Year			1985 1986 1987	\$ 35 414.88 55 280.00 38 000.00		
TOTAL MIDNORTHERN REGION				\$128 694.88		
NORTHEASTERN REGION (17 boards)						
Cochrane-Iroquois Falls B of E			20 000			
Cochrane-Iroquois Falls RCSSB	10 733	18 000			X	
East Parry Sound B of E		18 375	18 000			
Hearst B of E						
Hearst RCSSB	8 625	14 738			X	
Kapuskasing B of E						
Kapuskasing RCSSB	6 000	18 000	10 000	X		
Kirkland Lake B of E	10 683.88	18 000	10 000			X
Kirkland Lake RCSSB		20 000	18 000			
Muskoka B of E						

Continued on next page

APPENDIX A (continued)

Region/Board	Program Development Grant (\\$)			One-Time Special Grant - (maximum \$3 000)		
	1985	1986	1987	1985	1986	1987
NORTHEASTERN REGION (cont.)						
Nipissing B of E	3 750	18 000		X (2 852.61)		
Nipissing RCSSB				X		
Timiskaming B of E	8 408	18 000	10 000			X
Timiskaming RCSSB			9 000			
Timmins B of E						
Timmins RCSSB						
West Parry Sound B of E	4 219.50	18 000	10 000		X	
Totals by Year			1985 1986 1987	\$ 61 271.99 170 113.00 111 000.00		
TOTAL NORTHEASTERN REGION				\$342 384.99		
NORTHWESTERN REGION (14 boards)						
Atikokan B of E						
Dryden RCSSB						
Fort Frances-Rainy River B of E	7 500	12 889			X	
Fort Frances-Rainy River RCSSB						
Geraldton B of E						
Geraldton RCSSB						

Continued on next page

APPENDIX A (continued)

Region/Board	Program Development Grant (\$)			One-Time Special Grant (maximum \$3 000)		
	1985	1986	1987	1985	1986	1987
NORTHWESTERN REGION (cont.)						
Kenora B of E		20 000	18 000		X	
Kenora RCSSB						
Lakehead B of E	8 616	18 000	10 000		X	
Lakehead RCSSB		20 000	18 000		X	
Lake Superior B of E						
Nipigon-Red Rock B of E						
North of Superior RCSSB						
Red Lake B of E						
Totals by year			1985 1986 1987	\$ 16 116.00 82 889.00 46 000.00		
TOTAL NORTHWESTERN REGION				\$145 005.00		
WESTERN REGION (21 boards)						
Bruce County B of E						
Bruce-Grey County RCSSB			20 000		X	
Elgin County B of E		6 000			X	
Elgin County RCSSB						
Essex County B of E			20 000			X
Essex County RCSSB	12 948	18 000	10 000		X	
Grey County B of E			15 300		X	
Huron County B of E	12 690	18 000	10 000		X	

Continued on next page

APPENDIX A (continued)

Region/Board	Program Development Grant (\$)			One-Time Special Grant (maximum \$3 000)		
	1985	1986	1987	1985	1986	1987
WESTERN REGION (cont.)						
Huron-Perth County RCSSB						
Kent County B of E		20 000	18 000	X		
Kent County RCSSB		20 000	18 000	X		
Lambton County B of E		3 750			X	
Lambton County RCSSB					X	
London B of E						
London & Middlesex County RCSSB	20 000	18 000			X	
Middlesex County B of E					X	
Oxford County B of E	12 312.52	17 983	10 000	X		
Oxford County RCSSB						X
Perth County B of E	5 365.41	12 000	20 000			
Windsor B of E	5 238	18 000	8 852		X	
Windsor RCSSB			10 000		X	
Totals by Year			1985 1986 1987	\$ 77 553.93 181 733.00 169 152.00		
TOTAL WESTERN REGION				\$428 438.93		
GRAND TOTALS, ALL REGIONS						
			1985 1986 1987	\$ 770 573.79 1 308 076.00 1 153 152.00		
				\$3 231 801.79		

APPENDIX B

FEMALE ADMINISTRATORS AS A PERCENTAGE
OF TOTAL ADMINISTRATIVE STAFF, 1986

APPENDIX B

Female Administrators as a Percentage of Total Administrative Staff, 1986

	Supervisory Officers ^a	Teachers With Administrative Responsibilities ^b	
Region/Board	Per Cent	Elementary Per Cent	Secondary Per Cent
CENTRAL REGION			
Borden CFB B of E		25.0	21.4
Brant County B of E		9.3	20.0
Brant RCSSB		21.4	
Dufferin County B of E		10.0	16.7
Dufferin-Peel County RCSSB	8.3	20.5	24.2
Durham County B of E	8.3	18.6	22.0
Durham County RCSSB		14.0	43.5
East York B of E	12.5	20.8	23.0
Etobicoke B of E	13.3	25.2	23.3
Haldimand County B of E		9.1	15.1
Haldimand-Norfolk County RCSSB			
Haliburton B of E		42.9	25.0
Halton B of E	7.7	24.0	24.9
Halton RCSSB		30.6	16.7
Hamilton B of E		21.8	23.8
Hamilton-Wentworth County RCSSB	10.0	24.2	14.8
Hastings-Prince Edward County RCSSB		15.6	14.9
Hastings County B of E		23.5	
Hugh MacMillan Board			
Lincoln County B of E		16.3	17.5
Lincoln County RCSSB		17.1	16.7
Metro Separate School Board	25.6	29.8	41.4
Metro Toronto School Board	11.1	60.0	
Niagara Peninsula Crippled Children's Centre			
Niagara South B of E		6.8	17.3
Norfolk County B of E		10.5	29.7
North York B of E	13.6	23.3	27.4
Northumberland-Newcastle B of E		12.3	16.0
Peel B of E	5.6	17.9	31.4
Penetanguishene PSSB		100.0	
Peterborough County B of E		19.2	17.9
Peterborough-Victoria- Newcastle RCSSB		12.5	45.5

APPENDIX B (continued)

	Supervisory Officers ^a	Teachers With Administrative Responsibilities ^b	
Region/Board	Per Cent	Elementary Per Cent	Secondary Per Cent
CENTRAL REGION (cont.)			
Prince Edward County B of E		11.8	
Scarborough B of E	4.2	27.5	27.3
Simcoe County B of E		16.1	19.9
Simcoe County RCSSB		23.1	41.7
Simcoe Hall Children's School Board		100.0	
Toronto B of E	26.7	25.8	27.7
Trenton CFB B of E		40.0	
Victoria County B of E		14.7	24.0
Waterloo County B of E		11.3	19.7
Waterloo County RCSSB		26.1	28.6
Waterloo N. Children's Centre		100.0	
Welland County RCSSB		7.0	31.3
Wellington County B of E		7.6	22.4
Wellington County RCSSB		38.9	6.7
Wentworth County B of E		18.4	23.3
York B of E	20.0	23.1	32.5
York Region B of E	5.6	19.8	31.8
York Region RCSSB	10.0	28.6	27.0
CENTRAL REGION OVERALL	9.6	20.9	24.8

EASTERN REGION

Carleton B of E	7.7	18.8	18.0
Carleton RCSSB	7.1	29.2	21.6
Frontenac B of E	16.7	15.9	16.5
Frontenac-Lennox & Addington RCSSB		22.2	23.1
Kingston CFB B of E		40.0	
Lanark County B of E		18.5	18.3
Lanark Leeds & Grenville RCSSB	25.0	27.3	
Leeds-Grenville B of E		10.6	25.0
Lennox-Addington B of E		25.9	15.8
Ottawa B of E	20.0	31.3	17.3
Ottawa Crippled Children's Centre			
Ottawa RCSSB		17.4	45.8
Ottawa CFB B of E			
Petawawa CFB B of E		14.3	

APPENDIX B (continued)

Region/Board	Supervisory Officers ^a	Teachers With Administrative Responsibilities ^b	
	Per Cent	Elementary Per Cent	Secondary Per Cent
EASTERN REGION (cont.)			
Prescott-Russell B of E		16.7	20.6
Prescott-Russell RCSSB	25.0	9.4	
Renfrew County B of E		26.7	14.9
Renfrew County RCSSB		46.2	
Stormont-Dundas-Glengarry B of E		10.3	17.3
Stormont-Dundas-Glengarry RCSSB		37.2	
EASTERN REGION OVERALL	7.21	22.4	18.6
MIDNORTHERN REGION			
Asquith-Garvey District SAB		100.0	
Central Algoma B of E	50.0	10.0	10.0
Chapleau B of E			50.0
Chapleau District RCSSB			
Dubreuville RCSSB			
Espanola B of E		10.0	18.8
Foleyet District SAB			
Foleyet RCSSB		100.0	
Gogama District SAB			
Gogama RCSSB		100.0	
Hornepayne B of E			
Hornepayne RCSSB			
Manitoulin B of E		37.5	33.3
Michipicoten B of E			50.0
Michipicoten RCSSB		33.3	
Missarenda District SAB			
North Shore B of E		14.3	13.5
North Shore RCSSB		42.9	
Sault Ste. Marie B of E	16.7	8.0	25.0
Sault Ste. Marie RCSSB		18.2	33.3
Sudbury B of E	10.0	11.1	20.8
Sudbury RCSSB		30.8	36.4
MIDNORTHERN REGION OVERALL	6.3	19.6	23.4

APPENDIX B (continued)

Region/Board	Supervisory Officers ^a	Teachers With Administrative Responsibilities ^b	
	Per Cent	Elementary Per Cent	Secondary Per Cent
NORTHEASTERN REGION			
Airy & Sabine District SAB		100.0	
Bicknell District SAB			
Canfield District SAB			
Cochrane-Iroquois Falls B of E	33.3	16.7	24.2
Cochrane-Iroquois Falls RCSSB		33.3	
East Parry Sound B of E		7.1	21.4
Hearst B of E			15.4
Hearst District RCSSB		60.0	
James Bay Lowlands SSB			33.3
Kapuskasing B of E			14.7
Kapuskasing District RCSSB		57.1	
Kirkland Lake B of E			14.3
Kirkland Lake District RCSSB		37.5	
Moose Factory Island District SAB			
Moosonee District SAB			
Moosonee RCSSB		100.0	
Murchison & Lyell District SAB			
Muskoka B of E		16.1	13.2
Nipissing B of E		32.3	15.7
Nipissing District RCSSB		20.7	33.3
North Bay CFB B of E		50.0	
Smoky Falls District SAB			
Timiskaming B of E		7.1	10.8
Timiskaming District RCSSB		50.0	
Timmins B of E	25.0	14.3	21.3
Timmins District RCSSB		27.8	50.0
West Parry Sound B of E		9.1	18.8
NORTHEASTERN REGION OVERALL	3.7	24.1	17.5
NORTHWESTERN REGION			
Atikokan B of E			
Atikokan RCSSB			
Caramat District SAB			
Collins District SAB		100.0	

APPENDIX B (continued)

Region/Board	Supervisory Officers ^a	Teachers With Administrative Responsibilities ^b	
	Per Cent	Elementary Per Cent	Secondary Per Cent
NORTHWESTERN REGION (cont.)			
Connell and Ponsford District SAB			
Dryden B of E		31.3	17.2
Dryden District RCSSB		100.0	
Fort Francis-Rainy River B of E		7.1	
Fort Francis-Rainy River District RCSSB		60.0	
Geraldton B of E		66.7	18.8
Geraldton District RCSSB			
Ignace RCSSB		100.0	
Kashabowie District SAB		100.0	
Kenora B of E		35.7	12.5
Kenora District RCSSB			
Kilkenny District SAB		100.0	
Lake Superior B of E	50.0	50.0	22.7
Lakehead B of E	10.0	18.4	20.8
Lakehead District RCSSB		16.7	25.0
Mine Center District SAB		50.0	
Nakina District SAB			
Nipigon-Red Rock B of E		75.0	33.3
North of Superior District RCSSB		30.0	
Northern District SAB			
Red Lake B of E		50.0	40.0
Red Lake Area CRCSSB			
Slate Falls District SAB			
Summer Beaver District SAB			
Upsala District SAB			
NORTHWESTERN REGION OVERALL	6.1	25.0	18.7
WESTERN REGION			
Bruce County B of E		19.6	10.9
Bruce-Grey RCSSB		30.0	
Elgin County B of E	20.0	12.8	17.6
Elgin RCSSB		14.3	
Essex County B of E	16.7	20.5	13.0
Essex Children's Rehabilitation		50.0	

APPENDIX B (continued)

Region/Board	Supervisory Officers ^a	Teachers With Administrative Responsibilities ^b	
	Per Cent	Elementary Per Cent	Secondary Per Cent
WESTERN REGION (cont.)			
Essex RCSSB	40.0	18.2	25.0
Grey County B of E	16.7	16.2	19.3
Huron County B of E		17.9	11.1
Huron-Perth RCSSB		17.6	
Kent County B of E		13.3	9.8
Kent RCSSB		8.3	50.0
Lambton County B of E		9.6	14.1
Lambton RCSSB		27.6	33.3
London B of E	6.7	20.7	23.8
London-Middlesex RCSSB	14.3	10.0	16.7
Middlesex County B of E		11.9	20.0
Oxford County B of E		16.0	27.0
Oxford RCSSB		50.0	
Perth County B of E		14.3	17.9
Thames Valley Children's Centre	10.0	100.0	
Windsor B of E		14.8	17.2
Windsor RCSSB		17.0	17.6
WESTERN REGION OVERALL	13.0	16.8	17.9
PROVINCIAL OVERALL	9.1	20.7	22.3

Source: Affirmative Action Data Base, 1986.

^a Directors of education, assistant directors, and other supervisory officers.

^b Principals, vice-principals, and department heads.

APPENDIX C

A COMPARATIVE ANALYSIS OF MALE/FEMALE STAFF
IN THE ONTARIO EDUCATIONAL SYSTEM, 1978 AND 1986

Initiated by:
Equal Opportunity/Affirmative Action Unit

Prepared by:
Policy Analysis and Research Branch

December 1987

APPENDIX C:

A COMPARATIVE ANALYSIS OF MALE/FEMALE STAFF IN THE ONTARIO EDUCATIONAL SYSTEM, 1978 AND 1986

This comparative analysis report, prepared by the Equal Opportunity/Affirmative Action Unit and the Policy Analysis and Research Branch, is the seventh in a continuing series of reports dealing with the changes in Ontario's full-time educational staff between given time-base years. The purpose of the analysis is to compare male and female full-time educational staff by selected characteristics and variables. A gender distribution by such variables as age, position, salary, total teaching experience, highest teaching level, and highest academic degree obtained is used to illustrate changes in the characteristics of the educational staff.

The data are based on three sources: the Teaching Staff Report (TSR) portion of the School September Report, the Teacher Information File (TI), and the Teacher Salary File. Data for both the public and Roman Catholic school systems are included but are analysed separately, as the extension of public funding to Grade 11 (1985) and to Grade 12 (1986) in Roman Catholic schools makes comparison of the total system inappropriate.

The following definitions are used throughout the report:

- (1) "Educational staff" (or educators) refers to principals, vice-principals, department heads, regular classroom teachers, and "others" who are employed on a full-time basis in the publicly supported elementary and secondary school systems. Note that "others" includes any teaching staff not in the regular classroom situation (such as guidance counsellors and librarians). Personnel attached to the board office are NOT included.
- (2) "Positions of added responsibility" refers to principals, vice-principals, and department heads.

No attempt has been made to offer explanations or to analyse the implications of the statistical picture; this report is a "freeze-frame" of Ontario's educational staff at two points in time.

Public School Boards: Tables P1 to P12

Tables for public school boards show time comparisons between 1978 and 1986. As in previous years, salary data are presented and analysed between two consecutive years (i.e., 1985 and 1986). Since salary is stated in current dollar (not constant dollar) terms, the combination of the effects of inflation and of changes in the salary grid due to negotiations by the boards and changes in qualifications renders a comparison of salary data over a longer period of time less meaningful.

Each table in the report shows two types of percentage distribution: percentage distribution of women/men within each category and women/men as a percentage of all women/men. Several graphs have been included to illustrate the data.

Public Elementary Level

Table P1

Table P1 shows the overall distribution of women and men.

- ° In 1978 women comprised 65.1 per cent of the total elementary teaching force. This percentage rose to 65.9 per cent in 1986 despite a small decrease (162) in the total number of female educators.
- ° Correspondingly, men comprised 34.9 per cent of the total elementary teaching force in 1978 and 34.1 per cent in 1986. There was also a decrease (567) in the total number of male educators.

Table P2

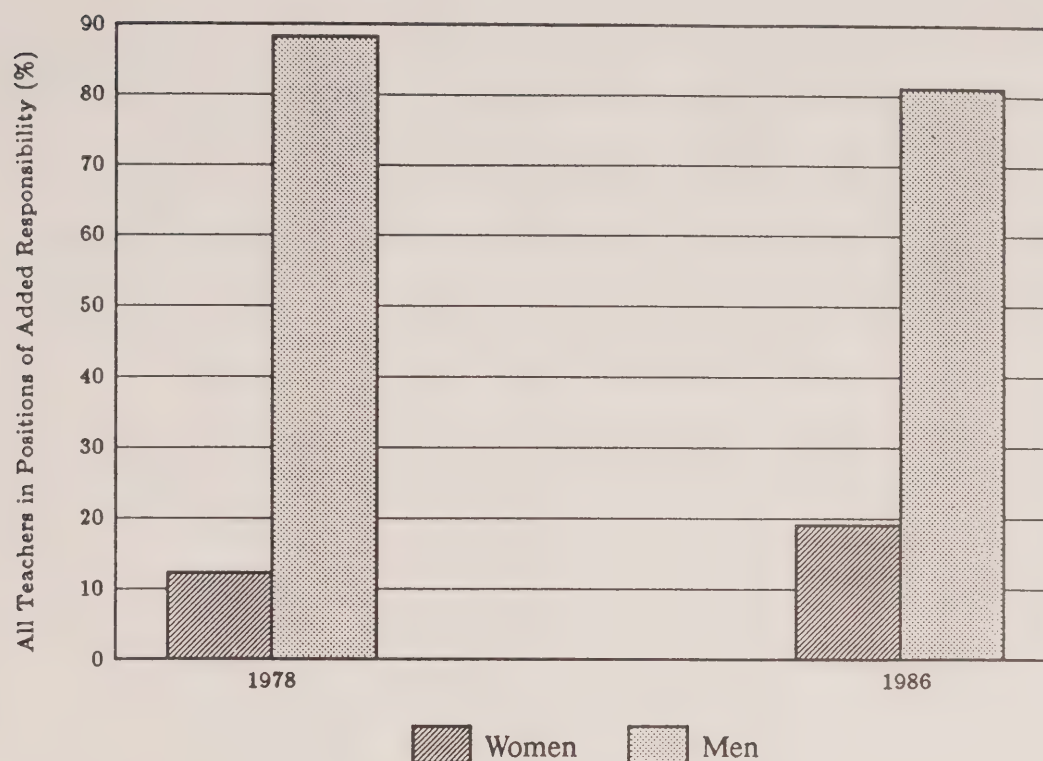
Table P2 displays changes in the percentage of women occupying positions of added responsibility between 1978 and 1986. The following are selected observations:

- ° In 1978, 11.9 per cent of the positions of added responsibility were held by female educational staff. This percentage increased to 18.7 per cent in 1986.
- ° The percentage of female elementary principals has risen from 6.7 per cent of the total in 1978 to 11.9 per cent of the total in 1986.
- ° The percentage of female elementary vice-principals increased from 15.5 per cent of the total in 1978 to 26.8 per cent in 1986.

Figures 1 and 1A show the percentage of public elementary teachers in positions of added responsibility.

Figure 1:

Teachers in Positions of Added Responsibility,
Public Elementary Schools, 1978 and 1986



Source: September School Reports, 1978 and 1986.

Note: "Positions of Added Responsibility" includes principals, vice-principals, and department heads.

Figure 1A: Teachers in Positions of Added Responsibility,
Public Elementary Schools, 1978 and 1986

Position	1978			1986		
	Female	Male	Total	Female	Male	Total
Principal	166	2 325	2 491	285	2 108	2 393
Vice-principal	176	963	1 139	328	898	1 226
Department head	133	232	365	120	187	307
SUBTOTAL	475	3 520	3 995	733	3 193	3 926
PER CENT OF TOTAL	11.9	88.1	100.0	18.7	81.3	100.0

Source: September School Reports, 1978 and 1986.

Table P3

Table P3 displays data concerning the age of Ontario educational staff. The following are selected observations:

- ° The elementary teaching force (both male and female) is an aging population. In 1978, 32 per cent of all female elementary teachers and 19 per cent of all male teachers were in the 19-29 age category. By 1986, these percentages had fallen to 10.5 per cent and 3.8 per cent, respectively. In contrast, the percentage of all female teachers aged 50+ has risen from 11.7 per cent in 1978 to 14.9 per cent in 1986. The percentage of all male teachers aged 50+ has shown similar trends, rising from 7.9 per cent in 1978 to 14 per cent in 1986.
- ° In 1978, the greatest percentage of male and female teachers were in the 30-39 age category. While this is still true of female teachers in 1986, the greatest percentage of male teachers is now found in the 40-49 age category. Indeed, the percentage of male teachers in that category has more than doubled since 1978, and the percentage of female teachers aged 40-49 years has risen from 18.9 per cent (1978) to 34.3 per cent (1986).

Table P4

Table P4 displays data on the total years of teaching experience of Ontario's male and female educational staff. Age and years of experience are closely related; the data on experience, therefore, serve to reinforce the observation that the elementary teaching force is an aging one. Furthermore, the imbalance apparent in the male-female ratio is being accentuated as the teaching staff ages and gains years of experience. The following are selected highlights of Table P4:

- ° The percentage of female teachers in the "beginner" category continues to rise: in 1978, 72.5 per cent of all new teachers were women; in 1986, 80.2 per cent of all new teachers were women.
- ° There were 208 more "new" female teachers in 1986 than in 1978 and 8 fewer "new" male teachers over the same time period.
- ° In 1978, 52.1 per cent of all female teachers and 44.6 per cent of all male teachers had one to ten years of experience. The 1986 figures show a sharp decrease: only 26.4 per cent of female teachers and 15 per cent of male teachers are in this category.

- ° The highest percentage of male and female teachers had between eleven and twenty years of experience in 1986.
- ° A higher percentage of male teachers (31.2 per cent) than female teachers (20.8 per cent) had twenty-one to thirty years of experience.

Figure 2 illustrates these changes.

Figure 2:

Total Teaching Experience, Public Elementary Teachers,
1978 and 1986

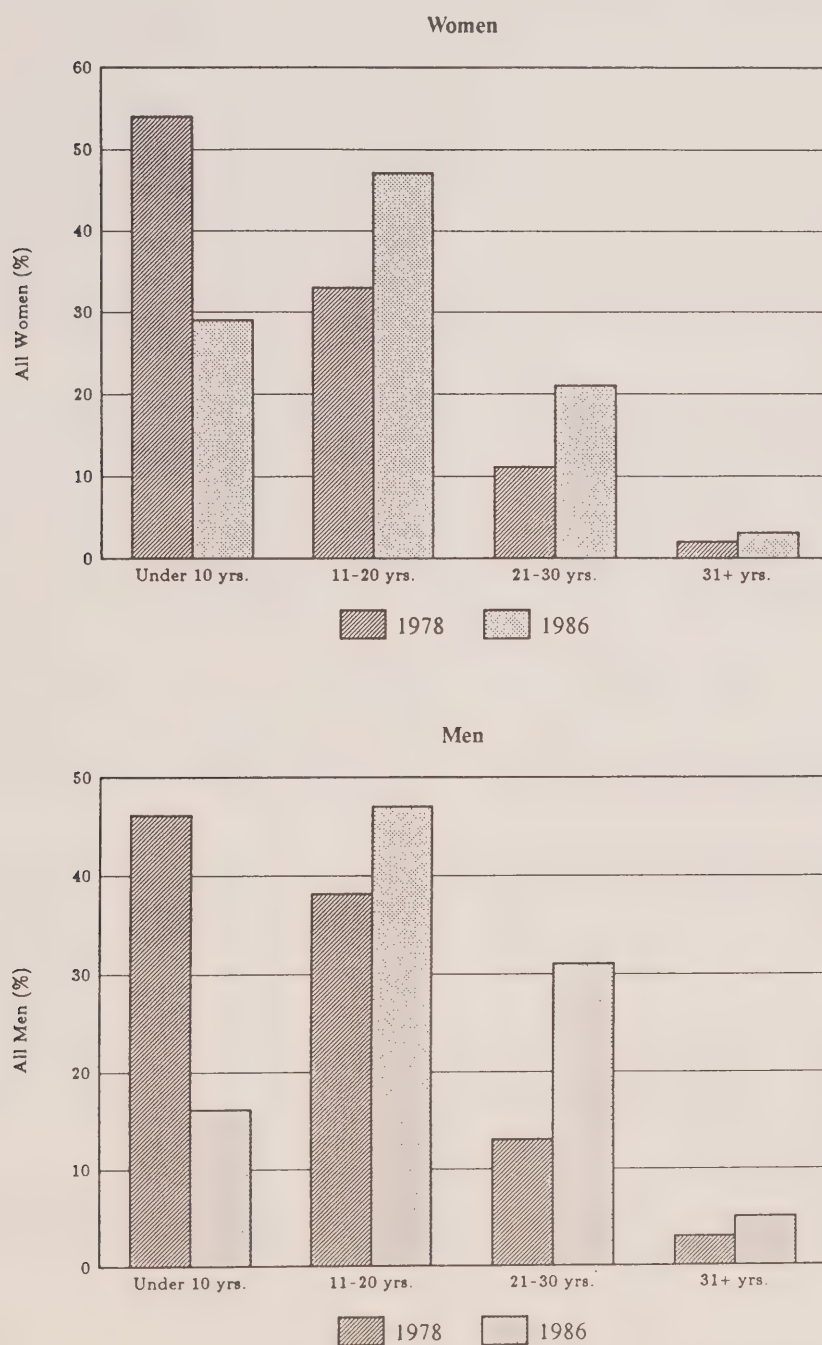


Table P5

Table P5 displays data on the highest academic degree obtained by male and female teachers in Ontario. The following are selected highlights:

- ° The 1986 public elementary teaching force was better educated than the 1978 teaching force. Of the 37 733 teachers reporting their degree status in 1986, only 28.8 per cent had no degree. In 1978, this percentage stood at 41.2 per cent. Conversely, the number of teachers with a degree has risen in 1986: 62.8 per cent of all women and 87.5 per cent of all men teaching in Ontario's public elementary schools hold degrees. In 1978, only 47.3 per cent of all women and 80.3 per cent of all men held degrees.
- ° The actual numbers of both men and women with master's degrees show marked increases over 1978. Although the actual percentages are relatively low (in terms of the overall distribution), the number of women with master's degrees is 3.6 times higher than in 1978 and the number of men has virtually doubled.

Table P6

Table P6 displays data on salary distribution and differs from the other tables in that it uses only the most recent two years as a comparative base. Salary data are displayed in \$3 000 intervals, with the exception of salaries under \$21 000 and over \$45 000. Salary is a proxy measure for years of experience and qualification: the more highly qualified and experienced a teacher, the higher the salary.

- ° The 1986 median salary for female teachers in Ontario public elementary schools is \$38 033, or 83.1 per cent of the median salary for male teachers. In 1985 the median salary for women was 83.9 per cent of the median salary for men.
- ° Only about 22 per cent of all women but almost 56 per cent of all men receive salaries of \$45 000 or higher.

Table P7

Table P7 shows the total teaching force (both elementary and secondary) distributed by highest teaching level and sex. The following are selected highlights:

- ° In 1978, 56.3 per cent of all female teachers and 15.1 per cent of all male teachers listed Grades JK-6 as the highest grade taught. These percentages rose

slightly to 57.3 per cent and 17.5 per cent respectively in 1986.

- ° In 1978, 66.1 per cent of all male teachers and 30 per cent of all female teachers listed Grades 9-13 as the highest grade taught. The corresponding percentages for 1986 were 63.6 per cent of all male teachers and 27.4 per cent of all female teachers.

Public Secondary Level

In 1978 women comprised 30.2 per cent of the total teaching force. This percentage rose to 33.0 per cent in 1986.

Table P8

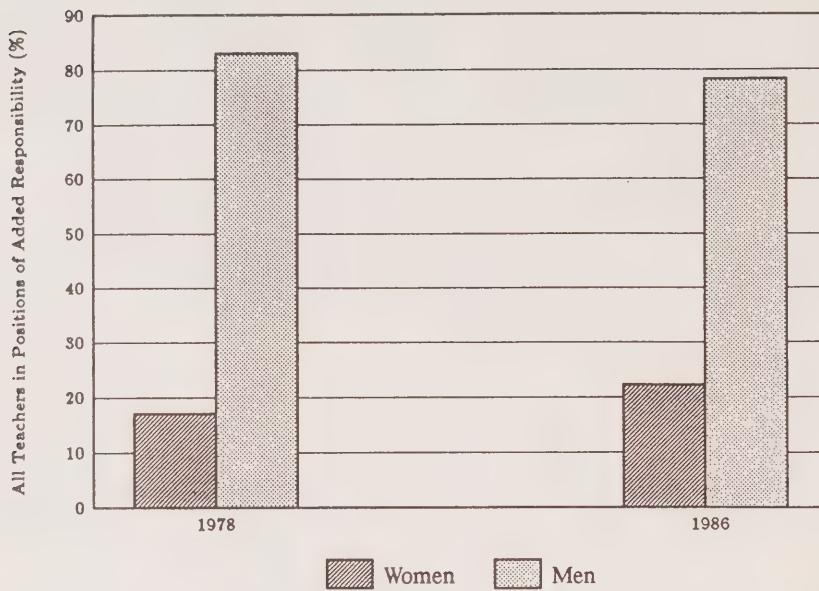
Table P8 documents changes in the percentage of women in positions of added responsibility. The following are selected highlights:

- ° The percentage of female educators in positions of added responsibility at the secondary level increased from 17.3 per cent in 1978 to 21.9 per cent in 1986.
- ° Although the actual number of female principals has increased from 17 in 1978 to 45 in 1986, the percentage of all principals who are women is still low: 7.8 per cent in 1986, as contrasted with 2.9 per cent in 1978.
- ° In 1986, 14.4 per cent of all vice-principals were women, a figure that is double the 7.2 per cent figure of 1978.

Figures 3 and 3A summarize the detailed information in Table P8.

Figure 3:

Teachers in Positions of Added Responsibility,
Public Secondary Schools, 1978 and 1986



Source: September School Reports, 1978 and 1986.

Note: "Positions of Added Responsibility" includes principals, vice-principals, and department heads.

Figure 3A: Teachers in Positions of Added Responsibility,
Public Secondary Schools, 1978 and 1986

Position	1978			1986		
	Female	Male	Total	Female	Male	Total
Principal	17	560	577	45	530	575
Vice-principal	59	759	818	121	722	843
Department head	1 328	5 406	6 734	1 602	5 063	6 665
SUBTOTAL	1 404	6 725	8 129	1 768	6 315	8 083
PER CENT OF TOTAL	17.3	82.7	100.0	21.9	78.1	100.0

Source: September School Reports, 1978 and 1986.

Table 9

Table P9 shows the distribution of full-time teachers by age. Like the elementary teaching force, the secondary teaching force aged between 1978 and 1986. The following are selected highlights:

- ° In 1978, 30.6 per cent of all female and 43.3 per cent of all male secondary teachers were age 40 or older. In 1986, 48.1 per cent of all female and 71.5 per cent of all male teachers at this level were age 40 or older.
- ° In 1978, 30.4 per cent of all female teachers were in the 19-29 age category. By 1986, this percentage had fallen to 12.5 per cent.
- ° The highest percentage of female and male teachers were 30-39 years of age in 1978. In 1986, the highest percentage of male teachers were 40-49 years of age, while the highest percentage of female teachers remained in the 30-39 age category.

Table P10

Table P10 displays data on the total number of years of teaching experience held by the educational staff in secondary schools. The following are selected highlights:

- ° Although the actual number of beginner teachers has decreased by 277 since 1978, the sex distribution has altered: in 1978, 48.7 per cent of these teachers were women; in 1986, the percentage rose to 57.2 per cent.
- ° Secondary school teaching staff were more experienced in 1986 than in 1978. In 1978, 61.7 per cent of all women and 41 per cent of all men had ten years or less of total teaching experience. In 1986, 38.6 per cent of all women and 17 per cent of all men were in that category.
- ° In 1978, almost 60 per cent of all female staff were in the 1-10 years' experience category; in 1986, the highest percentage of female staff was in the 11-20 years' experience category. The highest percentage of all male secondary staff were found in the 11-20 years' experience category in both years.
- ° There has been a marked increase in the percentage of male and female secondary teachers with twenty-one to thirty years of experience: the percentage of all females in this category has almost doubled since 1978

and the percentage of all males has more than doubled. This is a further indication of the aging of the secondary staff, both male and female.

Figure 4 illustrates these changes.

Figure 4:

Total Teaching Experience, Public Secondary Teachers,
1978 and 1986

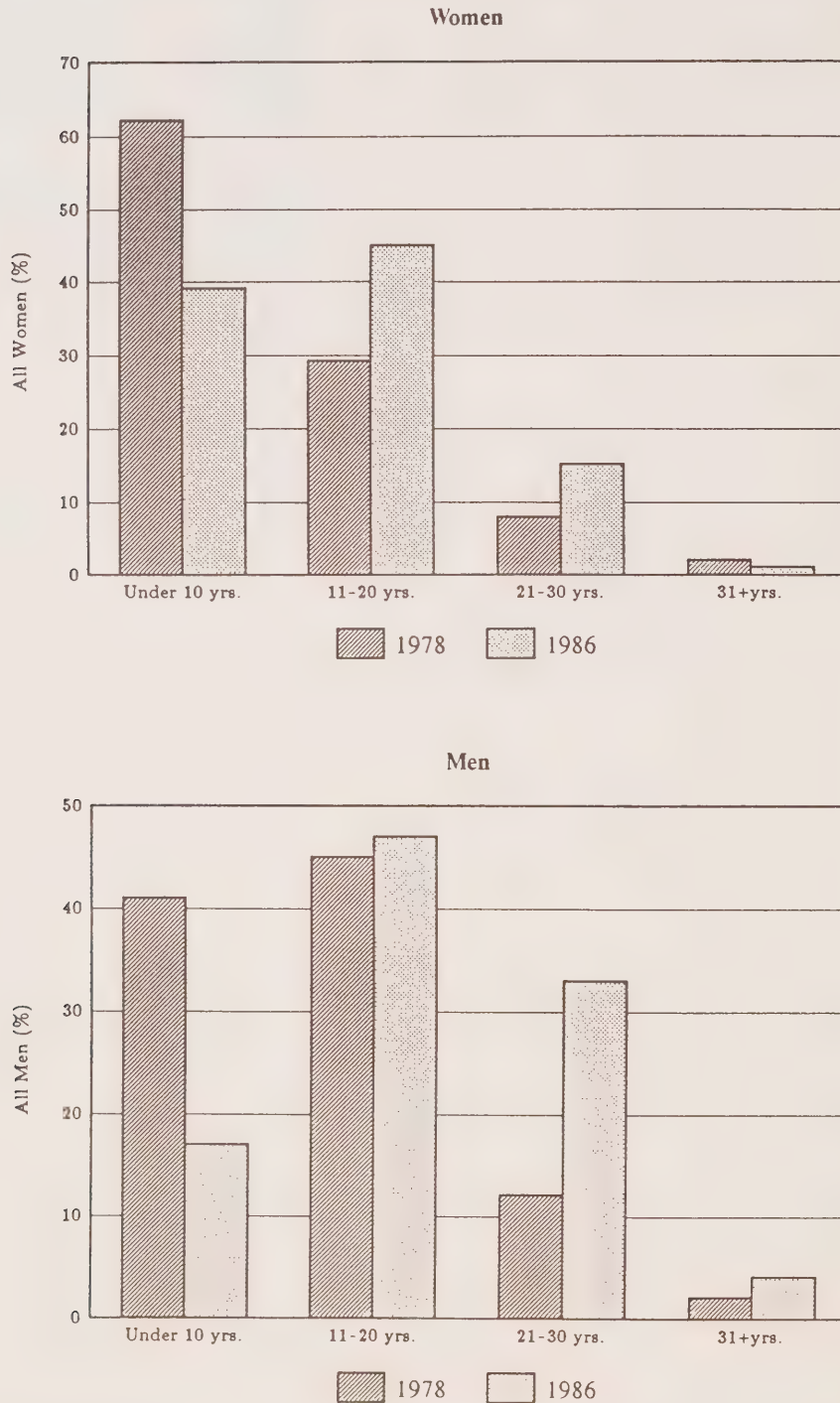


Table P11

Table P11 shows data on the highest academic degrees obtained by the secondary school teaching force. The following are selected observations:

- ° The secondary teaching force was better educated in 1986 than in 1978. The percentage of all teachers reporting no degree fell from 14.4 per cent to 9.8 per cent in 1986. The distribution by sex of teachers in this category was virtually the same as in 1978: about 16 per cent were women and about 84 per cent were men.
- ° In 1986, 95.1 per cent of all female teachers and 87.7 per cent of all male teachers reported degrees in 1986, compared with 92.1 per cent and 82.9 per cent, respectively, in 1978.

Table P12

Table P12 shows data on salary distribution. Note that only the data for 1985 and 1986 are compared. The following are selected observations:

- ° The 1986 median salary for female teachers in Ontario public secondary schools was \$44 243, or 92.5 per cent of the median salary for male teachers. In 1985 the median for female teachers was \$42 200, or 92.4 per cent of the median figure for male teachers.
- ° The highest percentage of both men and women are found in the \$45 000+ salary range in 1986.
- ° A significant change in the distribution of salaries occurred in the \$45 000+ range. In 1985, 34.5 per cent of all women and 57.5 per cent of all men fell into this range. In 1986 the percentages rose to 47.5 per cent for women and 72.0 per cent for men.
- ° Since salary reflects both experience and qualifications, the dramatic shift in distribution over a one-year period indicates the high level of qualifications and experience of Ontario's secondary staff.

Roman Catholic Separate School Boards: Tables R1 to R7

The extension of public funding to Grade 11 in Roman Catholic separate schools in 1985 and to Grade 12 in 1986 has made the use of time series analyses of historical data inappropriate. As a result, the Roman Catholic separate school data are presented in separate tables

rather than being included in those for public school data. The analysis, therefore, uses 1985 and 1986 data as the points of comparison for the elementary system and reports 1986 data only for the secondary system.

Elementary Level

Table R1

The total number of teaching staff in elementary schools has increased slightly (2.6 per cent) since 1985. Among the educational staff for 1986, 74.1 per cent were women and 25.9 per cent were men. The percentage of women shows a slight increase and the percentage of men a slight decrease from 1985 figures.

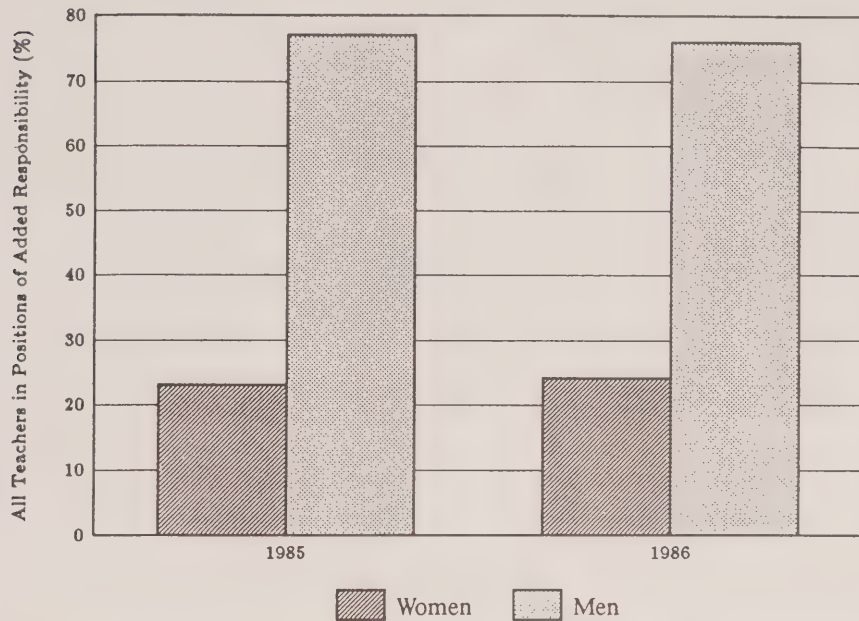
Table R2

More women hold positions of responsibility than in 1985. The percentage of female principals rose from 20.9 in 1985 to 22.2 in 1986, and the percentage of female vice-principals from 28.8 to 31.6.

See Figures 5 and 5A for more details.

Figure 5:

Teachers in Positions of Added Responsibility,
Roman Catholic Elementary Schools, 1985 and 1986



Source: September School Reports, 1985 and 1986.

Note: "Positions of Added Responsibility" includes principals, vice-principals, and department heads.

Figure 5A: Teachers in Positions of Added Responsibility,
Roman Catholic Elementary Schools, 1985 and 1986

Position	1985			1986		
	Female	Male	Total	Female	Male	Total
Principal	254	960	1 214	271	951	1 222
Vice-principal	86	213	299	102	221	323
Department head	4	3	7	3	2	5
SUBTOTAL	344	1 176	1 520	376	1 174	1 550
PER CENT OF TOTAL	22.6	77.4	100.0	24.3	75.7	100.0

Source: September School Reports, 1985 and 1986.

Table R3

Although the highest percentage of both male and female educators continues to be found in the 30-39 age category, there were slight increases in both the actual number and in the percentages of educators in the 40-49 age category.

Table R4

Table R4 shows data on years of experience. The following are selected highlights:

- ° There were 179 more "beginner" teachers than in 1985, 83.2 per cent of whom were women.
- ° The majority of both male and female educational staff had eleven to twenty years of experience. This was also the case in 1985.

Table R5

Table R5 shows data on the highest degree held by male and female educators. The following are selected observations:

- ° In 1986, 89.4 per cent of all male teachers held a degree, compared to 88.9 per cent in 1985. In 1986, 59.9 per cent of all female teachers held a degree, which is up slightly from 58.1 per cent in 1985.

Table R6

Table R6 shows data on salary distribution. Selected highlights follow:

- ° The median salary for female elementary teachers was \$35 874 in 1986, or 81.9 per cent of the median salary for men. In 1985 the median salary for women was \$33 374, or 81.1 per cent of the median salary for men.
- ° The distribution of both men and women across the various salary intervals is relatively even in 1986. The only major change over the 1985 data is the increase from 5.7 per cent to 14.9 per cent in the proportion of women and from 28.5 per cent to 44.5 per cent in the proportion of men with salaries of \$45 000+.

Table R7

Table R7 shows the distribution of teachers by highest teaching level and sex. These data pertain to 1986 only, due to the extension of public funding to Grade 12 in Roman Catholic separate schools in 1986. Like Table P7, data on elementary and secondary teaching staff are shown in one table. The following are selected highlights:

- ° Grades JK-6 are reported by 69.4 per cent of all women as the highest level taught, whereas 70.2 per cent of all men report Grades 7-12 as the highest level taught.
- ° Only 4.4 per cent of all teachers listing Grades JK-3 as highest level taught are male.

Secondary Level

This section must be prefaced with the cautionary remark that data are not comparable with data for previous years because of the extension of public funding to Grade 12 in 1986. For this reason, only the 1986 data are shown. The following are selected highlights from Tables R1-R7:

Table R1

- ° Women represent 47.2 per cent of the total secondary staff.

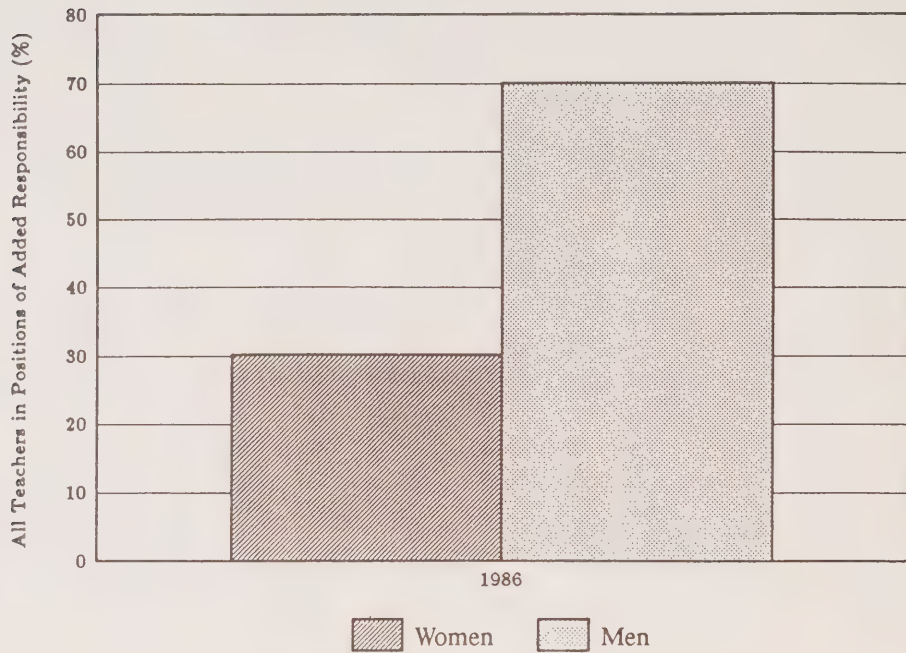
Table R2

- ° Women make up 29.9 per cent of the total positions of added responsibility. Approximately 20.8 per cent of all principals, 22.2 per cent of all vice-principals, and 33.4 per cent of all department heads are female.

See Figures 6 and 6A for more details.

Figure 6:

Teachers in Positions of Added Responsibility,
Roman Catholic Secondary Schools, 1986



Source: September School Report, 1986.

Note: "Positions of Added Responsibility" includes principals, vice-principals, and department heads.

Figure 6A: Teachers in Positions of Added Responsibility,
Roman Catholic Secondary Schools, 1986

Position	Female	Male	Total
Principal	15	57	72
Vice-principal	24	84	108
Department head	143	285	428
SUBTOTAL	182	426	608
PER CENT OF TOTAL	29.9	70.1	100.0

Source: September School Report, 1986.

Table R3

- ° The highest percentage of both male and female teaching staff are in the 30-39 age category.

Table R4

- ° Slightly more than 50 per cent of "beginner" teachers are women.
- ° The highest percentage of both male and female teaching staff are in the 1-10 years of total teaching experience category.

Table R5

- ° Ninety-six per cent of all men and women hold a minimum of a bachelor's degree.

Table R6

- ° The median salary for women in 1986 is \$38 428, or 91 per cent of the corresponding salary for men.
- ° The sex distribution by salary interval shows that there are more women than men in the range up to and including \$35 999, approximately equal numbers of men and women in the \$36 000-\$41 999 range, and more men than women in the \$42 000+ range.

Table R7

- ° Table R7 combines data for elementary and secondary staff; the data are discussed on page 85.

TABLE P1

Public School Boards, Elementary and Secondary: Distribution of Ontario Educational Staff by Sex, 1978 and 1986

Academic Year Beginning	No. of Women	No. of Men	Total	Per Cent of Women	Per Cent of Men
ELEMENTARY					
1978	25 085	13 454	38 539	65.1	34.9
1986	24 923	12 887	37 810	65.9	34.1
Change	-162	-567	-729	0.8	-0.8
SECONDARY					
1978	10 676	24 651	35 327	30.2	69.8
1986	10 748	21 869	32 617	33.0	67.0
Change	72	-2 962	-2 890	2.8	-2.8

Source: September School Reports, 1978 and 1986.

TABLE P2

Public School Boards, Elementary: Distribution of Full-Time Teachers by Position and Sex, 1978 and 1986

Position	No. of Women	No. of Men	Total	Per Cent of Women	Per Cent of Men	Women as a Per Cent of All Women	Men as a Per Cent of All Men
Principal							
1978	166	2 325	2 491	6.7	93.3	0.7	17.3
1986	285	2 108	2 393	11.9	88.1	1.1	16.4
Change	119	-217	-98	5.2	-5.2	0.4	-0.9
Vice-principal							
1978	176	963	1 139	15.5	84.5	0.7	7.2
1986	328	898	1 226	26.8	73.2	1.3	7.0
Change	152	-65	87	11.3	-11.3	0.6	-0.2
Department head							
1978	133	232	365	36.4	63.6	0.5	1.7
1986	120	187	307	39.1	60.9	0.5	1.5
Change	-13	-45	-58	2.7	-2.7	0.0	-0.2
Classroom teacher							
1978	22 084	9 246	31 330	70.5	29.5	88.0	68.7
1986	21 800	8 979	30 779	70.8	29.2	87.5	69.7
Change	-284	-267	-551	0.3	-0.3	-0.5	1.0
Other							
1978	2 526	688	3 214	78.6	21.4	10.1	5.1
1986	2 390	715	3 105	77.0	23.0	9.6	5.5
Change	-136	27	-109	-1.6	1.6	-0.5	0.4
TOTAL							
1978	25 085	13 454	38 539	65.1	34.9	100.0	100.0
1986	24 923	12 887	37 810	65.9	34.1	100.0	100.0
Change	-162	-567	-729	0.8	-0.8		

Source: September School Reports, 1978 and 1986.

TABLE P3

Public School Boards, Elementary: Distribution of Full-Time Teachers by Age and Sex, 1978 and 1986

Age	No. of Women	No. of Men	Total	Per Cent of Women	Per Cent of Men	Women as a Per Cent of All Women	Men as a Per Cent of All Men
19-29 years							
1978	8 009	2 545	10 554	75.9	24.1	32.0	19.0
1986	2 609	490	3 099	84.2	15.8	10.5	3.8
Change	-5 400	-2 055	-7 455	8.3	-8.3	-21.5	-15.2
30-39 years							
1978	9 390	7 264	16 654	56.4	43.6	37.5	54.1
1986	10 032	4 822	14 854	67.5	32.5	40.3	37.5
Change	642	-2 442	-1 800	11.1	-11.1	2.8	-16.6
40-49 years							
1978	4 732	2 666	7 398	64.0	36.0	18.9	19.9
1986	8 533	5 792	14 325	59.6	40.4	34.3	45.1
Change	3 801	3 126	6 927	-4.4	4.4	15.4	25.2
50-59 years							
1978	2 432	860	3 292	73.9	26.1	9.7	6.4
1986	3 376	1 655	5 031	67.1	32.9	13.6	12.9
Change	944	795	1 739	-6.8	6.8	3.9	6.5
60+ years							
1978	490	94	584	83.9	16.1	2.0	1.5
1986	327	92	419	78.0	22.0	1.3	1.1
Change	-163	-2	-165	-5.9	5.9	-0.7	-0.4
TOTAL ^a							
1978	25 053	13 429	38 482	65.1	34.9	100.0	100.0
1986	24 877	12 851	37 728	65.9	34.1	100.0	100.0
Change	-176	-578	-1 465	0.8	-0.8		

Source: September School Reports, 1978 and 1986.

^a Does not include teachers who did not report their age:
32 women and 25 men in 1978; 46 women and 36 men in 1986.

TABLE P4

Public School Boards, Elementary: Distribution of Full-Time Teachers by Total Teaching Experience and Sex, 1978 and 1986

Teaching Experience	No. of Women	No. of Men	Total	Per Cent of Women	Per Cent of Men	Women as a Per Cent of All Women	Men as a Per Cent of All Men
Beginners							
1978	446	169	615	72.5	27.5	1.8	1.3
1986	654	161	815	80.2	19.8	2.6	1.2
Change	208	-8	200	7.7	-7.7	0.8	-0.1
1-10 years							
1978	13 065	6 004	19 069	68.5	31.5	52.1	44.6
1986	6 588	1 930	8 518	77.3	22.7	26.4	15.0
Change	-6 477	-4 074	-10 551	8.8	-8.8	-25.7	-29.6
11-20 years							
1978	8 281	5 173	13 454	61.6	38.4	33.0	38.4
1986	11 744	6 103	17 847	65.8	34.2	47.1	47.4
Change	3 463	930	4 393	4.2	-4.2	14.1	9.0
21-30 years							
1978	2 735	1 769	4 504	60.7	39.3	10.9	13.1
1986	5 185	4 021	9 206	56.3	43.7	20.8	31.2
Change	2 450	2 252	4 702	-4.4	4.4	9.9	18.1
31+ years							
1978	558	339	897	62.2	37.8	2.2	2.5
1986	752	672	1 424	52.8	47.2	3.0	5.2
Change	194	333	527	-9.4	9.4	0.8	2.7
TOTAL							
1978	25 085	13 454	38 539	65.1	34.9	100.0	100.00
1986	24 923	12 887	37 810	65.9	34.1	100.0	100.00
Change	-162	-567	-729	0.8	-0.8		

Source: September School Reports, 1978 and 1986.

TABLE P5

Public School Boards, Elementary: Distribution of Full-Time Teachers by Highest Degree Obtained and Sex, 1978 and 1986

Highest Degree	No. of Women	No. of Men	Total	Per Cent of Women	Per Cent of Men	Women as a Per Cent of All Women	Men as a Per Cent of All Men
No degree							
1978	13 200	2 645	15 845	83.3	16.7	52.7	19.7
1986	9 264	1 600	10 864	85.3	14.7	37.2	12.5
Change	-3 936	-1 045	-4 981	2.0	-2.0	-15.5	-7.2
Bachelor's							
1978	11 485	9 540	21 025	54.6	45.4	45.8	71.0
1986	14 263	8 846	23 109	61.7	38.3	57.3	68.8
Change	2 778	-694	2 084	7.1	-7.1	11.5	-2.2
Master's							
1978	369	1 236	1 605	23.0	77.0	1.5	9.2
1986	1 337	2 394	3 731	35.8	64.2	5.4	18.6
Change	968	1 158	2 126	12.8	-12.8	3.9	9.4
Doctorate							
1978	9	8	17	52.9	47.1	0.0	0.1
1986	18	11	29	62.1	37.9	0.1	0.1
Change	9	3	12	9.2	-9.2	0.1	0.0
TOTAL ^a							
1978	25 063	13 429	38 492	65.1	34.9	100.0	100.0
1986	24 882	12 851	37 733	65.9	34.1	100.0	100.0
Change	-181	-578	-759	0.8	-0.8		

Source: September School Reports, 1978 and 1986.

^a Does not include teachers who did not report the highest degree obtained: 22 women and 25 men in 1978; 41 women and 36 men in 1986.

TABLE P6

Public School Boards, Elementary: Distribution of Full-Time Teachers by Total Salary and Sex, 1984 and 1986

Salary (\$)	No. of Women	No. of Men	Total	Per Cent of Women	Per Cent of Men	Women as a Per Cent of All Women	Men as a Per Cent of All Men
Under 21 000							
1984	617	80	697	88.5	11.5	2.6	0.6
1986	188	8	196	95.9	4.1	0.8	0.1
Change	-429	-72	-501	7.4	-7.4	-1.8	-0.5
21 000 - 23 999							
1984	1 404	191	1 595	88.0	12.0	6.0	1.5
1986	749	93	842	89.0	11.0	3.1	0.7
Change	-655	-98	-753	1.0	-1.0	-2.9	-0.8
24 000 - 26 999							
1984	3 453	358	3 811	90.6	9.4	14.7	2.7
1986	1 505	214	1 719	87.6	12.4	6.2	1.7
Change	1 948	-144	-2 092	-3.0	3.0	-8.5	-1.0
27 000 - 29 999							
1984	2 973	513	3 486	85.3	14.7	12.6	3.9
1986	2 874	367	3 241	88.7	11.3	11.8	2.9
Change	-99	-146	-245	3.4	-3.4	-0.8	-1.0
30 000 - 32 999							
1984	2 986	717	3 703	80.6	19.4	12.7	5.5
1986	2 386	368	2 754	86.6	13.4	9.8	2.9
Change	-600	-349	-949	6.0	-6.0	-2.9	-2.6
33 000 - 35 999							
1984	3 058	1 652	4 710	64.9	35.1	13.0	12.6
1986	2 856	536	3 392	84.2	15.8	11.7	4.2
Change	-202	-1 116	-1 318	19.3	-19.3	-1.3	-8.4
36 000 - 38 999							
1984	2 676	1 590	4 266	62.7	37.3	11.4	12.1
1986	2 388	1 028	3 416	69.9	30.1	9.8	8.0
Change	-288	-562	-850	7.2	-7.2	-1.6	-4.1
39 000 - 41 999							
1984	3 789	2 557	6 346	59.7	40.3	16.1	19.5
1986	2 733	1 385	4 118	66.4	33.6	11.2	10.8
Change	-1 056	-1 172	-2 228	6.7	-6.7	-4.9	-8.7
42 000 - 44 999							
1984	2 156	2 669	4 825	44.7	55.3	9.2	20.4
1986	3 273	1 672	4 945	66.2	33.8	13.4	13.1
Change	1 117	-997	120	21.5	-21.5	4.2	-7.3
45 000 and over							
1984	442	2 764	3 206	13.8	86.2	1.9	21.1
1986	5 401	7 126	12 527	43.1	56.9	22.2	55.7
Change	4 959	4 362	9 321	29.3	-29.3	20.3	34.6
TOTAL ^a							
1984	23 554	13 091	36 645	64.3	35.7	100.0	100.0
1986	24 353	12 797	37 150	65.6	34.4	100.0	100.0
Change	799	-294	505	1.3	-1.3		
Median Salary ^b							
1984	33 441	40 747	36 190				
1986	38 033	45 763	41 196				

Source: September School Reports, 1984 and 1986.

^a Does not include teachers who did not report their salary: 172 women and 37 men in 1984; 570 women and 90 men in 1986.

^b Medians for 1984 and 1986 are calculated from grouped data with different intervals.

TABLE P7

Public School Boards, Elementary and Secondary: Distribution of Full-Time Teachers by Highest Teaching Level and Sex, 1978 and 1986

Teaching Level	No. of Women	No. of Men	Total	Per Cent of Women	Per Cent of Men	Women as a Per Cent of All Women	Men as a Per Cent of All Men
JK/Kindergarten							
1978	2 109	22	2 131	99.0	1.0	6.6	0.1
1986	2 079	48	2 127	97.7	2.3	7.5	0.2
Change	-30	26	-4	-1.3	1.3	0.9	0.1
Grades 1-3							
1978	9 531	638	10 169	93.7	6.3	29.6	1.9
1986	8 227	672	8 899	92.4	7.6	29.5	2.7
Change	-1 304	34	-1 270	-1.3	1.3	-0.1	0.8
Grades 4-6							
1978	6 450	4 456	10 906	59.1	40.9	20.1	13.1
1986	5 651	3 688	9 339	60.5	39.5	20.3	14.6
Change	-799	-768	-1 567	1.4	-1.4	0.2	1.5
Grades 7-8							
1978	4 420	6 368	10 788	41.0	59.0	13.7	18.8
1986	4 251	4 815	9 066	46.9	53.1	15.3	19.0
Change	-169	-1 553	-1 722	5.9	-5.9	1.6	0.2
Grades 9-10							
1978	1 013	1 912	2 925	34.6	65.4	3.1	5.6
1986	843	1 221	2 064	40.8	59.2	3.0	4.8
Change	-170	-691	-861	6.2	-6.2	-0.1	-0.8
Grades 11-12							
1978	6 305	12 794	19 099	33.0	67.0	19.6	37.7
1986	4 988	9 190	14 178	35.2	64.8	17.9	36.3
Change	-1 317	-3 604	-4 921	2.2	-2.2	-1.7	-1.4
Grade 13							
1978	2 336	7 722	10 058	23.2	76.8	7.3	22.8
1986	1 805	5 697	7 502	24.1	75.9	6.5	22.5
Change	-531	-2 025	-2 556	0.9	-0.9	-0.8	-0.3
TOTAL							
1978	32 164	33 912	66 076	48.7	51.3	100.0	100.0
1986	27 844	25 331	53 175	52.4	47.6	100.0	100.0
Change	-4 320	-8 581	-12 901	3.7	-3.7		

Source: September School Reports, 1978 and 1986.

TABLE P8

Public School Boards, Secondary: Distribution of Full-Time Teachers by Position and Sex, 1978 and 1986

Position	No. of Women	No. of Men	Total	Per Cent of Women	Per Cent of Men	Women as a Per Cent of All Women	Men as a Per Cent of All Men
Principal							
1978	17	560	577	2.9	97.1	0.2	2.3
1986	45	530	575	7.8	92.2	0.4	2.4
Change	28	-30	-2	4.9	-4.9	0.2	0.1
Vice-principal							
1978	59	759	818	7.2	92.8	0.6	3.1
1986	121	722	843	14.4	85.6	1.1	3.3
Change	62	-37	25	7.2	-7.2	0.5	0.2
Department head							
1978	1 328	5 406	6 734	19.7	80.3	12.4	21.9
1986	1 602	5 063	6 665	24.0	76.0	14.9	23.2
Change	274	-343	-69	4.3	-4.3	2.5	1.3
Classroom teacher							
1978	8 728	16 818	25 546	34.2	65.8	81.8	68.2
1986	8 451	14 784	23 235	36.4	63.6	78.6	67.6
Change	-277	-2 034	-2 311	2.2	-2.2	-3.2	-0.6
Other							
1978	544	1 108	1 652	32.9	67.1	5.1	4.5
1986	529	770	1 299	40.7	59.3	4.9	3.5
Change	-15	-338	-353	7.8	-7.8	-0.2	-1.0
TOTAL							
1978	10 676	24 651	35 327	30.2	69.8	100.0	100.0
1986	10 748	21 869	32 617	33.0	67.0	100.0	100.0
Change	72	-2 782	-2 710	2.8	-2.8		

Source: September School Reports, 1978 and 1986.

TABLE P9

Public School Boards, Secondary: Distribution of Full-Time Teachers by Age and Sex, 1978 and 1986

Age	No. of Women	No. of Men	Total	Per Cent of Women	Per Cent of Men	Women as a Per Cent of All Women	Men as a Per Cent of All Men
19-29 years							
1978	3 239	2 783	6 022	53.8	46.2	30.4	11.3
1986	1 341	809	2 150	62.4	37.6	12.5	3.7
Change	-1 898	-1 974	-3 872	8.6	-8.6	-17.9	-7.6
30-39 years							
1978	4 149	11 148	15 297	27.1	72.9	39.0	45.3
1986	4 222	5 413	9 635	43.8	56.2	39.4	24.8
Change	73	-5 735	-5 662	16.7	-16.7	0.4	-20.5
40-49 years							
1978	1 814	6 919	8 733	20.8	79.2	17.0	28.1
1986	3 529	10 239	13 768	25.6	74.4	33.0	46.9
Change	1 715	3 320	5 035	4.8	-4.8	16.0	18.8
50-59 years							
1978	1 201	3 303	4 504	26.7	73.3	11.3	13.4
1986	1 400	4 833	6 233	22.5	77.5	13.1	22.1
Change	199	1 530	1 729	-4.2	4.2	1.8	8.7
60+ years							
1978	242	448	690	35.1	64.9	2.3	1.8
1986	217	537	754	28.8	71.2	2.0	2.5
Change	-25	89	64	-6.3	6.3	-0.3	0.7
TOTAL ^a							
1978	10 645	24 601	35 246	30.2	69.8	100.0	100.0
1986	10 709	21 831	32 540	32.9	67.1	100.0	100.0
Change	64	-2 770	-2 706	2.7	-2.7		

Source: September School Reports, 1978 and 1986.

^a Does not include teachers who did not report their age: 31 women and 58 men in 1978; 39 women and 38 men in 1986.

TABLE P10

Public School Boards, Secondary: Distribution of Full-Time Teachers by Total Teaching Experience and Sex, 1978 and 1986

Teaching Experience	No. of Women	No. of Men	Total	Per Cent of Women	Per Cent of Men	Women as a Per Cent of All Women	Men as a Per Cent of All Men
Beginners							
1978	407	428	835	48.7	51.3	3.8	1.7
1986	319	239	558	57.2	42.8	3.0	1.1
Change	-88	-189	-277	8.5	-8.5	-0.8	-0.6
1-10 years							
1978	6 182	9 687	15 869	39.0	61.0	57.9	39.3
1986	3 824	3 469	7 293	52.4	47.6	35.6	15.9
Change	-2 358	-6 218	-8 576	13.4	-13.4	-22.3	-23.4
11-20 years							
1978	3 086	11 107	14 193	21.7	78.3	28.9	45.1
1986	4 802	10 164	14 966	32.1	67.9	44.7	46.5
Change	1 716	-943	773	10.4	-10.4	15.8	1.4
21-30 years							
1978	821	3 014	3 835	21.4	78.6	7.7	12.2
1986	1 619	7 202	8 821	18.4	81.6	15.1	32.9
Change	798	4 188	4 986	-3.0	3.0	7.4	20.7
31+ years							
1978	180	415	595	30.3	69.7	1.7	1.7
1986	184	795	979	18.8	81.2	1.7	3.6
Change	4	380	384	-11.5	11.5	0.0	1.9
TOTAL							
1978	10 676	24 651	35 327	30.2	69.8	100.0	100.0
1986	10 748	21 869	32 617	33.0	67.0	100.0	100.0
Change	72	-2 782	-2 710	2.8	-2.8		

Source: September School Reports, 1978 and 1986.

TABLE P11

Public School Boards, Secondary: Distribution of Full-Time Teachers by Highest Degree Obtained and Sex, 1978 and 1986

Highest Degree	No. of Women	No. of Men	Total	Per Cent of Women	Per Cent of Men	Women as a Per Cent of All Women	Men as a Per Cent of All Men
No degree							
1978	846	4 217	5 063	16.7	83.3	7.9	17.1
1986	522	2 683	3 205	16.3	83.7	4.9	12.3
Change	-324	-1 534	-1 858	-0.4	0.4	-3.0	-4.8
Bachelor's							
1978	9 009	17 580	26 589	33.9	66.1	84.6	71.4
1986	8 943	15 582	24 525	36.5	63.5	83.5	71.4
Change	-66	-1 998	-2 064	2.6	-2.6	-1.1	0.0
Master's							
1978	777	2 733	3 510	22.1	77.9	7.3	11.1
1986	1 221	3 472	4 693	26.0	74.0	11.4	15.9
Change	444	739	1 183	3.9	-3.9	4.1	4.8
Doctorate							
1978	19	82	101	18.8	81.2	0.2	0.3
1986	24	97	121	19.8	80.2	0.2	0.4
Change	5	15	20	1.0	-1.0	0.0	0.1
TOTAL ^a							
1978	10 651	24 612	35 263	30.2	69.8	100.0	100.0
1986	10 710	21 834	32 544	32.9	67.1	100.0	100.0
Change	59	-2 778	-2 719	2.7	-2.7		

Source: September School Reports, 1978 and 1986.

^a Does not include teachers who did not report the highest degree obtained: 25 women and 39 men in 1978; 38 women and 35 men in 1986.

TABLE P12

Public School Boards, Secondary: Distribution of Full-Time Teachers by Total Salary and Sex, 1985 and 1986

Salary (\$)	No. of Women	No. of Men	Total	Per Cent of Women	Per Cent of Men	Women as a Per Cent of All Women	Men as a Per Cent of All Men
Under 21 000							
1985	92	48	140	65.7	34.3	0.9	0.2
1986	67	31	98	68.4	31.6	0.6	0.1
Change	-25	-17	-42	2.7	-2.7	-0.3	-0.1
21 000 - 23 999							
1985	195	152	347	56.2	43.8	1.9	0.7
1986	158	115	273	57.9	42.1	1.5	0.5
Change	-37	-37	-74	1.7	-1.7	-0.4	-0.2
24 000 - 26 999							
1985	393	289	682	57.6	42.4	3.9	1.3
1986	345	258	603	57.2	42.8	3.3	1.2
Change	-48	-31	-79	-0.4	0.4	-0.6	-0.1
27 000 - 29 999							
1985	466	419	885	52.7	47.3	4.6	1.9
1986	509	378	887	57.4	42.6	4.9	1.7
Change	43	-41	2	4.7	-4.7	0.3	-0.2
30 000 - 32 999							
1985	484	417	901	53.7	46.3	4.7	1.9
1986	491	419	910	54.0	46.0	4.7	1.9
Change	7	2	9	0.3	-0.3	0.0	0.0
33 000 - 35 999							
1985	684	937	1 621	42.2	57.8	6.7	4.2
1986	525	434	959	54.7	45.3	5.0	2.0
Change	-159	-503	-662	12.5	-12.5	-1.7	-2.2
36 000 - 38 999							
1985	1 490	2 137	3 627	41.1	58.9	14.6	9.6
1986	1 080	1 519	2 599	41.6	58.4	10.4	7.0
Change	-410	-618	-1 028	0.5	-0.5	-4.2	-2.6
39 000 - 41 999							
1985	1 180	1 468	2 648	44.6	55.4	11.6	6.6
1986	1 246	1 568	2 814	44.3	55.7	12.0	7.2
Change	66	100	166	-0.3	0.3	0.4	0.6
42 000 - 44 999							
1985	1 695	3 622	5 317	31.9	68.1	16.6	16.2
1986	1 039	1 334	2 373	43.8	56.2	10.0	6.2
Change	-656	-2 288	-2 944	11.9	-11.9	-6.6	-10.0
45 000 and over							
1985	3 516	12 849	16 365	21.5	78.5	34.5	57.5
1986	4 939	15 608	20 547	24.0	76.0	47.5	72.0
Change	1 423	2 759	4 182	2.5	-2.5	13.0	14.5
TOTAL ^a							
1985	10 195	22 338	32 533	31.3	68.7	100.0	100.0
1986	10 399	21 664	32 063	32.4	67.6	100.0	100.0
Change	204	674	-470	1.1	-1.1		
Median Salary ^b							
1985	\$42 200	\$45 649	\$45 028				
1986	\$44 243	\$47 845	\$46 843				

Source: September School Reports, 1985 and 1986.

^a Does not include teachers who did not report their salary: 309 women and 186 men in 1985; 346 women and 205 men in 1986.

^b Medians for 1985 and 1986 are calculated from grouped data with different intervals.

TABLE R1

Roman Catholic School Boards, Elementary and Secondary:
Distribution of Ontario Educational Staff by Sex, 1985 and 1986

Academic Year Beginning	No. of Women	No. of Men	Total	Per Cent of Women	Per Cent of Men
ELEMENTARY					
1985	13 042	4 690	17 732	73.6	26.4
1986	13 489	4 706	18 195	74.1	25.9
Change	447	16	463	0.5	-0.5
SECONDARY					
1986	1 922	2 149	4 071	47.2	52.8

Source: September School Reports, 1985 and 1986.

Note: Data are not comparable to previous years due to the extension of funding to Grade 11 in Roman Catholic schools in 1985 and to Grade 12 in 1986.

TABLE R2

Roman Catholic School Boards: Distribution of Full-Time Teachers
by Position and Sex, 1985 and 1986

Position	No. of Women	No. of Men	Total	Per Cent of Women	Per Cent of Men	Women as a Per Cent of All Women	Men as a Per Cent of All Men
ELEMENTARY							
Principal							
1985	254	960	1 214	20.9	79.1	1.9	20.5
1986	271	951	1 222	22.2	77.8	2.0	20.2
Change	17	-9	8	1.3	-1.3	0.1	-0.3
Vice-principal							
1985	86	213	299	28.8	71.2	0.7	4.5
1986	102	221	323	31.6	68.4	0.8	4.7
Change	16	8	24	2.8	-2.8	0.1	0.2
Department head							
1985	4	3	7	57.1	42.9	0.0	0.1
1986	3	2	5	60.0	40.0	0.0	0.0
Change	-1	-1	-2	2.9	-2.9	0.0	-0.1
Classroom teacher							
1985	11 460	3 218	14 678	78.1	21.9	87.9	68.6
1986	11 774	3 229	15 003	78.5	21.5	87.3	68.6
Change	314	11	325	0.4	-0.4	-0.6	0.0
Other							
1985	1 238	296	1 534	80.7	19.3	9.5	6.3
1986	1 339	303	1 642	81.5	18.5	9.9	6.4
Change	101	7	108	0.8	-0.8	0.4	0.1
TOTAL							
1985	13 042	4 690	17 732	73.6	26.4	100.0	100.0
1986	13 489	4 706	18 195	74.1	25.9	100.0	100.0
Change	447	16	463	0.5	-0.5		
SECONDARY							
Principal							
1986	15	57	72	20.8	79.2	0.8	2.7
Vice-principal							
1986	24	84	108	22.2	77.8	1.2	3.9
Department head							
1986	143	285	428	33.4	66.6	7.4	13.3
Classroom teacher							
1986	1 649	1 661	3 310	49.8	50.2	85.8	77.3
Other							
1986	91	62	153	59.5	40.5	4.7	2.9
TOTAL							
1986	1 922	2 149	4 071	47.2	52.8	100.0	100.0

Source: September School Reports, 1985 and 1986.

Note: Data are not comparable to previous years due to the extension of funding to Grade 11 in Roman Catholic schools in 1985 and Grade 12 in 1986.

TABLE R3

Roman Catholic School Boards: Distribution of Full-Time Teachers by Age and Sex, 1985 and 1986

Age	No. of Women	No. of Men	Total	Per Cent of Women	Per Cent of Men	Women as a Per Cent of All Women	Men as a Per Cent of All Men
ELEMENTARY							
19-29 years							
1985	2 189	505	2 694	81.3	18.7	16.8	10.8
1986	2 272	516	2 788	81.5	18.5	16.9	11.0
Change	83	11	94	0.2	-0.2	0.1	0.2
30-39 years							
1985	5 641	2 321	7 962	70.8	29.2	43.3	49.7
1986	5 584	2 131	7 715	72.4	27.6	41.5	45.5
Change	-57	-190	-247	1.6	-1.6	-1.8	-4.2
40-49 years							
1985	3 745	1 495	5 240	71.5	28.5	28.8	32.0
1986	4 102	1 656	5 758	71.2	28.8	30.5	35.4
Change	357	161	518	-0.3	0.3	1.7	3.4
50-59 years							
1985	1 287	329	1 616	79.6	20.4	9.9	7.0
1986	1 373	358	1 731	79.3	20.7	10.2	7.6
Change	86	29	115	-0.3	0.3	0.3	0.6
60+ years							
1985	160	23	183	87.4	12.6	1.2	0.5
1986	139	20	159	87.4	12.6	1.0	0.4
Change	-21	-3	-24	0.0	0.0	-0.2	-0.1
TOTAL ^a							
1985	13 022	4 673	17 695	73.6	26.4	100.0	100.0
1986	13 470	4 681	18 151	74.2	25.8	100.0	100.0
Change	448	8	456	0.6	-0.6		
SECONDARY							
19-29 years							
1986	580	386	966	60.0	40.0	30.2	18.1
30-39 years							
1986	796	1 030	1 826	43.6	56.4	41.5	48.2
40-49 years							
1986	400	571	971	41.2	58.8	20.8	26.7
50-59 years							
1986	120	140	260	46.2	53.8	6.3	6.6
60+ years							
1986	24	9	33	72.7	27.3	1.3	0.4
TOTAL ^a							
1986	1 920	2 136	4 056	47.3	52.7	100.0	100.0

Source: September School Reports, 1985 and 1986.

Note: Data are not comparable to previous years due to the extension of public funding to Grade 11 in Roman Catholic schools in 1985 and Grade 12 in 1986.

^a Does not include teachers who did not report their age: in elementary schools, 39 women and 42 men in 1985; 19 women and 25 men in 1986; in secondary schools, 2 women and 13 men in 1986.

TABLE R4

Roman Catholic School Boards: Distribution of Full-Time Teachers by Total Teaching Experience and Sex, 1985 and 1986

Teaching Experience	No. of Women	No. of Men	Total	Per Cent of Women	Per Cent of Men	Women as a Per Cent of All Women	Men as a Per Cent of All Men
ELEMENTARY							
Beginners							
1985	369	126	495	74.5	25.5	2.8	2.7
1986	518	156	674	76.9	23.1	3.8	3.3
Change	149	30	179	2.4	-2.4	1.0	0.6
1-10 years							
1985	4 481	1 427	5 908	75.8	24.2	34.4	30.4
1986	4 507	1 322	5 829	77.3	22.7	33.4	28.1
Change	26	-105	-79	1.5	-1.5	-1.0	-2.3
11-20 years							
1985	5 484	2 059	7 543	72.7	27.3	42.0	43.9
1986	5 574	2 025	7 599	73.4	26.6	41.3	43.0
Change	90	-34	56	0.7	-0.7	-0.7	-0.9
21-30 years							
1985	2 336	984	3 320	70.4	29.6	17.9	21.0
1986	2 510	1 089	3 599	69.7	30.3	18.6	23.1
Change	174	105	279	-0.7	0.7	0.7	2.1
31+ years							
1985	372	94	466	79.8	20.2	2.9	2.0
1986	380	114	494	76.9	23.1	2.8	2.4
Change	8	20	28	-2.9	2.9	-0.1	0.4
TOTAL							
1985	13 042	4 690	17 732	73.6	26.4	100.0	100.0
1986	13 489	4 706	18 195	74.1	25.9	100.0	100.0
Change	447	16	463	0.5	-0.5		
SECONDARY							
Beginners							
1986	147	140	287	51.2	48.8	7.6	6.5
1-10 years							
1986	997	943	1 940	51.4	48.6	51.9	43.9
11-20 years							
1986	575	795	1 370	42.0	58.0	29.9	37.0
21-30 years							
1986	173	251	424	40.8	59.2	9.0	11.7
31+ years							
1986	30	20	50	60.0	40.0	1.6	0.9
TOTAL							
1986	1 922	2 149	4 071	47.2	52.8	100.0	100.0

Source: September School Reports, 1985 and 1986.

Note: Data are not comparable to previous years due to the extension of public funding to Grade 11 in Roman Catholic schools in 1985 and Grade 12 in 1986.

TABLE R5

Roman Catholic School Boards: Distribution of Full-Time Teachers by Highest Degree Obtained and Sex, 1985 and 1986

Highest Degree	No. of Women	No. of Men	Total	Per Cent of Women	Per Cent of Men	Women as a Per Cent of All Women	Men as a Per Cent of All Men
ELEMENTARY							
No degree							
1985	5 453	518	5 971	91.3	8.7	41.9	11.1
1986	5 408	495	5 903	91.6	8.4	40.1	10.6
Change	-45	-23	-68	0.3	-0.3	-1.8	-0.5
Bachelor's							
1985	7 120	3 366	10 486	67.9	32.1	54.7	72.0
1986	7 579	3 362	10 941	69.3	30.7	56.3	71.8
Change	459	-4	455	1.4	-1.4	1.6	-0.2
Master's							
1985	448	781	1 229	36.5	63.5	3.4	16.7
1986	480	816	1 296	37.0	63.0	3.6	17.4
Change	32	35	67	0.5	-0.5	0.2	0.7
Doctorate							
1985	5	8	13	38.5	61.5	0.0	0.2
1986	5	8	13	38.5	61.5	0.0	0.2
Change	0	0	0	0.0	0.0	0.0	0.0
TOTAL ^a							
1985	13 026	4 673	17 699	73.6	26.4	100.0	100.0
1986	13 472	4 681	18 153	74.2	25.8	100.0	100.0
Change	446	8	454	0.6	-0.6		
SECONDARY							
No degree							
1986	77	85	162	47.5	52.5	4.0	4.0
Bachelor's							
1986	1 640	1 702	3 342	49.1	50.9	85.4	79.6
Master's							
1986	200	342	542	36.9	63.1	10.4	16.0
Doctorate							
1986	3	8	11	27.3	72.7	0.2	0.4
TOTAL ^a							
1986	1 920	2 137	4 057	47.3	52.7	100.0	100.0

Source: September School Reports, 1985 and 1986.

Note: Data are not comparable to previous years due to the extension of public funding to Grade 11 in Roman Catholic schools in 1985 and Grade 12 in 1986.

^a Does not include teachers who did not report their highest degree obtained: in elementary schools, 16 women and 17 men in 1985; 17 women and 25 men in 1986; in secondary schools, 2 women and 12 men in 1986.

TABLE R6

Roman Catholic School Boards: Distribution of Full-Time Teachers by Total Salary and Sex, 1985 and 1986

Salary (\$)	No. of Women	No. of Men	Total	Per Cent of Women	Per Cent of Men	Women as a Per Cent of All Women	Men as a Per Cent of All Men
ELEMENTARY							
Under 21 000							
1985	193	26	219	88.1	11.9	1.5	0.6
1986	116	14	130	89.2	10.8	0.9	0.3
Change	-77	-12	-89	1.1	-1.1	-0.6	-0.3
21 000 - 23 999							
1985	754	139	893	84.4	15.6	5.9	3.0
1986	548	103	651	84.2	15.8	4.1	2.2
Change	-206	-36	-242	-0.2	0.2	-1.8	-0.8
24 000 - 26 999							
1985	1 526	187	1 713	89.1	10.9	12.0	4.0
1986	1 061	194	1 255	84.5	15.5	8.0	4.2
Change	-465	7	-458	-4.6	4.6	-4.0	0.2
27 000 - 29 999							
1985	1 730	245	1 975	87.6	12.4	13.6	5.3
1986	1 573	217	1 790	87.9	12.1	11.8	4.6
Change	-157	-28	-185	0.3	-0.3	-1.8	-0.7
30 000 - 32 999							
1985	2 028	309	2 337	86.8	13.2	15.9	6.7
1986	1 944	255	2 199	88.4	11.6	14.6	5.5
Change	-84	-54	-138	1.6	-1.6	-1.3	-1.2
33 000 - 35 999							
1985	1 022	361	1 383	73.9	26.1	8.0	7.8
1986	1 461	276	1 737	84.1	15.9	11.0	5.9
Change	439	-85	354	10.2	-10.2	3.0	-1.9
36 000 - 38 999							
1985	1 708	588	2 296	74.4	25.6	13.4	12.7
1986	1 215	339	1 554	78.2	21.8	9.1	7.3
Change	-493	-249	-742	3.8	-3.8	-4.3	-5.4
39 000 - 41 999							
1985	1 546	637	2 183	70.8	29.2	12.2	13.7
1986	1 606	554	2 160	74.4	25.6	12.1	11.9
Change	60	-83	-23	3.6	-3.6	-0.1	-1.8
42 000 - 44 999							
1985	1 484	823	2 307	64.3	35.7	11.7	17.8
1986	1 777	641	2 418	73.5	26.5	13.4	13.7
Change	293	-182	111	9.2	-9.2	1.7	-4.1
45 000 and over							
1985	726	1 319	2 045	35.5	64.5	5.7	28.5
1986	1 983	2 079	4 062	48.8	51.2	14.9	44.5
Change	1 257	760	2 017	13.3	-13.3	9.2	16.0
TOTAL ^a							
1985	12 717	4 634	17 351	73.3	26.7	100.0	100.0
1986	13 284	4 672	17 956	74.0	26.0	100.0	100.0
Change	567	38	605	0.7	-0.7		
Median Salary							
1985	\$33 374	\$41 175	\$36 203				
1986	\$35 874	\$43 797	\$38 347				

TABLE R6 (continued)

Salary (\$)	No. of Women	No. of Men	Total	Per Cent of Women	Per Cent of Men	Women as a Per Cent of All Women	Men as a Per Cent of All Men
SECONDARY							
Under 21 000 1986	17	16	33	51.5	48.5	0.9	0.8
21 000 - 23 999 1986	90	69	159	56.6	43.4	4.8	3.2
24 000 - 26 999 1986	177	135	312	56.7	43.3	9.5	6.3
27 000 - 29 999 1986	183	160	343	53.4	46.6	9.8	7.5
30 000 - 32 999 1986	157	126	283	55.5	44.5	8.4	5.9
33 000 - 35 999 1986	156	133	289	54.0	46.0	8.4	6.2
36 000 - 38 999 1986	189	197	386	49.0	51.0	10.1	9.3
39 000 - 41 999 1986	211	207	418	50.5	49.5	11.3	9.7
42 000 - 44 999 1986	218	256	474	46.0	54.0	11.7	12.0
45 000 and over 1986	468	830	1 298	36.1	63.9	25.1	39.0
TOTAL ^a 1986	1 866	2 129	3 995	46.7	53.3	100.0	100.0
Median Salary 1986	\$38 428	\$42 251	\$40 381				

Source: September School Reports, 1985 and 1986.

Note: Data are not comparable to previous years due to the extension of public funding to Grade 11 in Roman Catholic separate schools in 1985 and Grade 12 in 1986.

^a Does not include teachers who did not report their salary: in elementary schools, 325 women and 56 men in 1985, 205 women and 34 men in 1986; in secondary schools, 56 women and 20 men in 1986.

TABLE R7

Roman Catholic School Boards: Distribution of Full-Time Teachers by Highest Teaching Level and Sex, 1986

Teaching Level	No. of Women	No. of Men	Total	Per Cent of Women	Per Cent of Men	Women as a Per Cent of All Women	Men as a Per Cent of All Men
JK/Kindergarten	1 452	21	1 473	98.6	1.4	11.3	0.4
Grades 1-3	4 209	240	4 449	94.6	5.4	32.9	4.6
Grades 4-6	3 229	1 277	4 506	71.7	28.3	25.2	24.7
Grades 7-8	2 354	1 868	4 222	55.8	44.2	18.4	36.1
Grades 9-10	657	742	1 399	47.0	53.0	5.1	14.3
Grades 11-12	906	1 026	1 932	46.9	53.1	7.1	19.8
TOTAL	12 807	5 174	17 981	71.2	28.8	100.0	100.0

Source: September School Reports, 1986.

Note: Data are not comparable to previous years due to the extension of public funding to Grade 11 in Roman Catholic schools in 1985 and Grade 12 in 1986.

APPENDIX D

A COMPARATIVE ANALYSIS OF MALE/FEMALE STAFF
IN THE ONTARIO EDUCATIONAL SYSTEM, 1978 AND 1985

Initiated by:
The Equal Opportunity/Affirmative Action Unit

Prepared by:
The Policy Analysis and Research Branch

December 1987

APPENDIX D:

A COMPARATIVE ANALYSIS OF MALE/FEMALE STAFF IN THE ONTARIO EDUCATIONAL SYSTEM, 1978 AND 1985

This comparative analysis report, prepared by the Equal Opportunity/Affirmative Action Unit and the Policy Analysis and Research Branch of the Ministry of Education, utilizes data from three sources - the Teaching Staff Report (TSR) portions of the September School Report, the Teacher Information File (TI), and the teacher salary file - to outline the changing characteristics of Ontario's full-time educational staff between the years 1978 and 1985.

The current report is one in a series of annual reports dealing with changes in Ontario's full-time educational staff between given time-base years. Previously, the report had been published using 1972 as the time-base year. The format in this report differs from its predecessors in three respects:

- ° The year 1978 is now being used as the reporting time-base year instead of 1972, as in previous years.
- ° The 1978 and 1985 data were obtained from the same sources, a factor that allows more reliable comparisons between 1978 and 1985 data than was possible in comparisons between data from previous years.
- ° In the 1985-86 school year, public funding was extended to Grade 11 in Roman Catholic schools. Consequently, data for public elementary and secondary schools have been put into separate tables rather than being included with those for data on the Roman Catholic separate elementary and secondary schools.

Where appropriate, the report presents tables showing two types of percentage distribution for various characteristics of the full-time educational staff:

- ° the percentage distribution of women and men within each category
- ° women as a percentage of all women, and men as a percentage of all men

For the purposes of this report, full-time educational staff refers to principals, vice-principals, department heads, regular classroom teachers, and "others" such as librarians or guidance counsellors who are not employed in the regular classroom situation. Personnel attached to the board office are not included.

The variables studied include the sex distribution of Ontario educational staff by position, age, total teaching experience, highest academic degree obtained, salary, and highest teaching level.

No attempt has been made to explain or analyse the implications of the statistical picture. Casual explanations necessitate more detailed research and are outside the scope of this report.

TABLE P1

Public School Boards, Elementary and Secondary: Distribution
of Ontario Educational Staff by Sex, 1978 and 1985

Academic Year Beginning	No. of Women	No. of Men	Total	Per Cent of Women	Per Cent of Men
ELEMENTARY					
1978	25 085	13 454	38 539	65.1	34.9
1985	24 110	12 966	37 076	65.0	35.0
Change	-975	-488	-1 463	-0.1	0.1
SECONDARY					
1978	10 676	24 651	35 327	30.2	69.8
1985	10 504	22 524	33 028	31.8	68.2
Change	-172	-2 127	-2 299	1.6	-1.6

Source: September School Reports, 1978 and 1985.

TABLE P2

Public School Boards, Elementary: Distribution of Full-Time Teachers by Position and Sex, 1978 and 1985

Position	No. of Women	No. of Men	Total	Per Cent of Women	Per Cent of Men	Women as a Per Cent of All Women	Men as a Per Cent of All Men
Principal							
1978	166	2 325	2 491	6.7	93.3	0.7	17.3
1985	254	2 135	2 389	10.6	89.4	1.1	16.5
Change	88	-190	-102	3.9	-3.9	0.4	-0.8
Vice-principal							
1978	176	963	1 139	15.5	84.5	0.7	7.2
1985	273	926	1 199	22.8	77.2	1.1	7.1
Change	97	-37	60	7.3	-7.3	0.4	-0.1
Department head							
1978	133	232	365	36.4	63.6	0.5	1.7
1985	120	198	318	37.7	62.3	0.5	1.5
Change	-13	-34	-47	1.3	-1.3	0.0	-0.2
Classroom teacher							
1978	22 084	9 246	31 330	70.5	29.5	88.0	68.7
1985	21 219	9 007	30 226	70.2	29.8	88.0	69.5
Change	-865	-239	-1 104	-0.3	0.3	0.0	0.8
Other							
1978	2 526	688	3 214	78.6	21.4	10.1	5.1
1985	2 244	700	2 944	76.2	23.8	9.3	5.4
Change	-282	12	-270	-2.4	2.4	-0.8	0.3
TOTAL							
1978	25 085	13 454	38 539	65.1	34.9	100.0	100.0
1985	24 110	12 966	37 076	65.0	35.0	100.0	100.0
Change	-975	-488	-1 463	-0.1	0.1		

Source: September School Reports, 1978 and 1985.

TABLE P3

Public School Boards, Elementary: Distribution of Full-Time Teachers by Age and Sex, 1978 and 1985

Age	No. of Women	No. of Men	Total	Per Cent of Women	Per Cent of Men	Women as a Per Cent of All Women	Men as a Per Cent of All Men
19-29 years							
1978	8 009	2 545	10 554	75.9	24.1	32.0	19.0
1985	2 370	469	2 839	83.5	16.5	9.8	3.6
Change	-5 639	-2 076	-7 715	7.6	-7.6	-22.2	-15.4
30-39 years							
1978	9 390	7 264	16 654	56.4	43.6	37.5	54.1
1985	10 525	5 510	16 035	65.6	34.4	43.7	42.6
Change	1 135	-1 754	-619	9.2	-9.2	6.2	-11.5
40-49 years							
1978	4 732	2 666	7 398	64.0	36.0	18.9	19.9
1985	7 589	5 268	12 857	59.0	41.0	31.5	40.7
Change	2 857	2 602	5 459	-5.0	5.0	12.6	20.8
50-59 years							
1978	2 432	860	3 292	73.9	26.1	9.7	6.4
1985	3 238	1 596	4 834	67.0	33.0	13.4	12.3
Change	806	736	1 542	-6.9	6.9	3.7	5.9
60+ years							
1978	490	94	584	83.9	16.1	2.0	0.7
1985	357	95	452	79.0	21.0	1.5	0.7
Change	-133	1	-132	-4.9	4.9	-0.5	0.0
TOTAL ^a							
1978	25 053	13 429	38 482	65.1	34.9	100.0	100.0
1985	24 079	12 938	37 017	65.0	35.0	100.0	100.0
Change	-974	-491	-1 465	-0.1	0.1		

Source: September School Reports, 1978 and 1985.

^a Does not include teachers who did not report their age:
32 women and 25 men in 1978; 31 women and 28 men in 1985.

TABLE P4

Public School Boards, Elementary: Distribution of Full-Time Teachers by Total Teaching Experience and Sex, 1978 and 1985

Teaching Experience	No. of Women	No. of Men	Total	Per Cent of Women	Per Cent of Men	Women as a Per Cent of All Women	Men as a Per Cent of All Men
Beginners							
1978	446	169	615	72.5	27.5	1.8	1.3
1985	436	126	562	77.6	22.4	1.8	1.0
Change	-10	-43	-53	5.1	-5.1	0.0	-0.3
1-10 years							
1978	13 065	6 004	19 069	68.5	31.5	52.1	44.6
1985	6 570	2 212	8 782	74.8	25.2	27.3	17.1
Change	-6 495	-3 792	-10 287	6.3	-6.3	-24.8	-27.5
11-20 years							
1978	8 281	5 173	13 454	61.6	38.4	33.0	38.4
1985	11 591	6 262	17 853	64.9	35.1	48.1	48.3
Change	3 310	1 089	4 399	3.3	-3.3	15.1	9.9
21-30 years							
1978	2 735	1 769	4 504	60.7	39.3	10.9	13.1
1985	4 748	3 733	8 481	56.0	44.0	19.7	28.8
Change	2 013	1 964	3 977	-4.7	4.7	8.8	15.7
31+ years							
1978	558	339	897	62.2	37.8	2.2	2.5
1985	765	633	1 398	54.7	45.3	3.2	4.9
Change	207	294	501	-7.5	7.5	1.0	2.4
TOTAL							
1978	25 085	13 454	38 539	65.1	34.9	100.0	100.0
1985	24 110	12 966	37 076	65.0	35.0	100.0	100.0
Change	-975	-488	-1 463	-0.1	0.1		

Source: September School Reports, 1978 and 1985.

TABLE P5

Public School Boards, Elementary: Distribution of Full-Time Teachers by Highest Degree Obtained and Sex, 1978 and 1985

Highest Degree	No. of Women	No. of Men	Total	Per Cent of Women	Per Cent of Men	Women as a Per Cent of All Women	Men as a Per Cent of All Men
No degree							
1978	13 200	2 645	15 845	83.3	16.7	52.7	19.7
1985	9 414	1 685	11 099	84.8	15.2	39.1	13.0
Change	-3 786	-960	-4 746	-1.5	-1.5	-13.6	-6.7
Bachelor's							
1978	11 485	9 540	21 025	54.6	45.4	45.8	71.0
1985	13 425	8 860	22 285	60.2	39.8	55.7	68.5
Change	1 940	-680	1 260	5.6	-5.6	9.9	-2.5
Master's							
1978	369	1 236	1 605	23.0	77.0	1.5	9.2
1985	1 233	2 383	3 616	34.1	65.9	5.1	18.4
Change	864	1 147	2 011	11.1	-41.1	3.6	9.2
Doctorate							
1978	9	8	17	52.9	47.1	0.0	0.1
1985	13	10	23	56.5	43.5	0.1	0.1
Change	4	2	6	3.6	-3.6	0.1	0.0
TOTAL^a							
1978	25 063	13 429	38 492	65.1	34.9	100.0	100.0
1985	24 085	12 938	37 023	65.1	34.9	100.0	100.0
Change	-978	-491	-1 469	0.0	0.0		

Source: September School Reports, 1978 and 1985.

^a Does not include teachers who did not report the highest degree obtained: 22 women and 25 men in 1978; 25 women and 28 men in 1985.

TABLE P6

Public School Boards, Elementary: Distribution of Full-Time Teachers by Total Salary and Sex, 1984 and 1985

Salary (\$)	No. of Women	No. of Men	Total	Per Cent of Women	Per Cent of Men	Women as a Per Cent of All Women	Men as a Per Cent of All Men
Under 21 000							
1984	617	80	697	88.5	11.5	2.6	0.6
1985	295	26	321	91.9	8.1	1.3	0.2
Change	-322	-54	-376	3.4	-3.4	-1.3	-0.4
21 000 - 23 999							
1984	1 404	191	1 595	88.0	12.0	6.0	1.5
1985	946	114	1 060	89.2	10.8	4.0	0.9
Change	-458	-77	-535	1.2	-1.2	-2.0	-0.6
24 000 - 26 999							
1984	3 453	358	3 811	90.6	9.4	14.7	2.7
1985	1 899	241	2 140	88.7	11.3	8.1	1.9
Change	-1 554	-117	-1 671	-1.9	1.9	-6.6	-0.8
27 000 - 29 999							
1984	2 973	513	3 486	85.3	14.7	12.6	3.9
1985	2 939	381	3 320	88.5	11.5	12.5	3.0
Change	-34	-132	-166	3.2	-3.2	-0.1	-0.9
30 000 - 32 999							
1984	2 986	717	3 703	80.6	19.4	12.7	5.5
1985	3 279	576	3 855	85.1	14.9	13.9	4.5
Change	293	-141	152	4.5	-4.5	1.2	-1.0
33 000 - 35 999							
1984	3 058	1 652	4 710	64.9	35.1	13.0	12.6
1985	1 912	616	2 528	75.6	24.4	8.1	4.8
Change	-1 146	-1 036	-2 182	10.7	-10.7	-4.9	-7.8
36 000 - 38 999							
1984	2 676	1 590	4 266	62.7	37.3	11.4	12.1
1985	3 162	1 691	4 853	65.2	34.8	13.4	13.1
Change	486	101	587	2.5	-2.5	2.0	1.0
39 000 - 41 999							
1984	3 789	2 557	6 346	59.7	40.3	16.1	19.5
1985	2 946	1 531	4 477	65.8	34.2	12.5	11.9
Change	-843	-1 026	-1 869	6.1	-6.1	-3.6	-7.6
42 000 - 44 999							
1984	2 156	2 669	4 825	44.7	55.3	9.2	20.4
1985	3 577	2 522	6 099	58.6	41.4	15.2	19.6
Change	1 421	-147	1 274	13.9	-13.9	6.0	-0.8
45 000 and over							
1984	442	2 764	3 206	13.8	86.2	1.9	21.1
1985	2 618	5 191	7 809	33.5	66.5	11.1	40.3
Change	2 176	2 427	4 603	19.7	-19.7	9.2	9.2
TOTAL ^a							
1984	23 554	13 091	36 645	64.3	35.7	100.0	100.0
1985	23 573	12 889	36 462	64.7	35.3	100.0	100.0
Change	19	-202	-183	0.4	-0.4		
Median Salary ^b							
1984	\$33 441	\$40 747	\$36 190				
1985	\$36 490	\$43 508	\$39 103				

Source: September School Reports, 1984 and 1985.

^a Does not include teachers who did not report their salary: 172 women and 37 men in 1978; 537 women and 77 men in 1985.

^b Medians for 1984 and 1985 are calculated from grouped data with different intervals.

TABLE P7

Public School Boards, Elementary and Secondary: Distribution of Full-Time Teachers by Highest Teaching Level and Sex, 1978 and 1985

Teaching Level	No. of Women	No. of Men	Total	Per Cent of Women	Per Cent of Men	Women as a Per Cent of All Women	Men as a Per Cent of All Men
JK/Kindergarten							
1978	2 109	22	2 131	99.0	1.0	6.6	0.1
1985	1 971	42	2 013	97.9	2.1	7.2	0.2
Change	-138	20	-118	-1.1	1.1	0.6	0.1
Grades 1-3							
1978	9 531	638	10 169	93.7	6.3	29.6	1.9
1985	7 951	657	8 608	92.4	7.6	28.8	2.4
Change	-1 580	19	-1 561	-1.3	1.3	-0.8	0.5
Grades 4-6							
1978	6 450	4 456	10 906	59.1	40.9	20.1	13.1
1985	5 439	3 711	9 150	59.4	40.6	19.7	13.7
Change	-1 011	-745	-1 756	0.3	-0.3	-0.4	0.6
Grades 7-8							
1978	4 420	6 368	10 788	41.0	59.0	13.7	18.8
1985	4 234	5 124	9 358	45.2	54.8	15.4	18.9
Change	-186	-1 244	-1 430	4.2	-4.2	1.7	0.1
Grades 9-10							
1978	1 013	1 912	2 925	34.6	65.4	3.1	5.6
1985	865	1 385	2 250	38.4	61.6	3.1	5.1
Change	-148	-527	-675	3.8	-3.8	0.0	-0.5
Grades 11-12							
1978	6 305	12 794	19 099	33.0	67.0	19.6	37.7
1985	5 263	10 196	15 459	34.0	66.0	19.1	37.5
Change	-1 042	-2 598	-3 640	1.0	-1.0	-0.5	-0.2
Grade 13							
1978	2 336	7 722	10 058	23.2	76.8	7.3	22.8
1985	1 843	6 041	7 884	23.4	76.6	6.7	22.2
Change	-493	-1 681	-2 174	0.2	-0.2	-0.6	-0.6
TOTAL							
1978	32 164	33 912	66 076	48.7	51.3	100.0	100.0
1985	27 566	27 156	54 722	50.4	49.6	100.0	100.0
Change	-4 598	-6 756	-11 354	1.7	-1.7		

Source: September School Reports, 1978 and 1985.

TABLE P8

Public School Boards, Secondary: Distribution of Full-Time Teachers by Position and Sex, 1978 and 1985

Position	No. of Women	No. of Men	Total	Per Cent of Women	Per Cent of Men	Women as a Per Cent of All Women	Men as a Per Cent of All Men
Principal							
1978	17	560	577	2.9	97.1	0.2	2.3
1985	40	536	576	6.9	93.1	0.4	2.4
Change	23	-24	-1	4.0	-4.0	0.2	0.1
Vice-principal							
1978	59	759	818	7.2	92.8	0.6	3.1
1985	111	718	829	13.4	86.6	1.1	3.2
Change	52	-41	11	6.2	-6.2	0.5	0.1
Department head							
1978	1 328	5 406	6 734	19.7	80.3	12.4	21.9
1985	1 571	5 130	6 701	23.4	76.6	15.0	22.8
Change	243	-276	-33	3.7	-3.7	2.6	0.9
Classroom teacher							
1978	8 728	16 818	25 546	34.2	65.8	81.8	68.2
1985	8 264	15 350	23 614	35.0	65.0	78.7	68.1
Change	-464	-1 468	-1 932	0.8	-0.8	-3.1	-0.1
Other							
1978	544	1 108	1 652	32.9	67.1	5.1	4.5
1985	518	790	1 308	39.6	60.4	4.9	3.5
Change	-26	-318	-344	6.7	-6.7	-0.2	-1.0
TOTAL							
1978	10 676	24 651	35 327	30.2	69.8	100.0	100.0
1985	10 504	22 524	33 028	31.8	68.2	100.0	100.0
Change	-172	-2 127	-2 299	1.6	-1.6		

Source: September School Reports, 1978 and 1985.

TABLE P9

Public School Boards, Secondary: Distribution of Full-Time Teachers by Age and Sex, 1978 and 1985

Age	No. of Women	No. of Men	Total	Per Cent of Women	Per Cent of Men	Women as a Per Cent of All Women	Men as a Per Cent of All Men
19-29 years							
1978	3 239	2 783	6 022	53.8	46.2	30.4	11.3
1985	1 297	807	2 104	61.6	38.4	12.4	3.6
Change	-1 942	-1 976	-3 918	7.8	-7.8	-18.0	-7.7
30-39 years							
1978	4 149	11 148	15 297	27.1	72.9	39.0	45.3
1985	4 420	6 260	10 680	41.4	58.6	42.1	27.8
Change	271	-4 888	-4 617	14.3	-14.3	3.1	-17.5
40-49 years							
1978	1 814	6 919	8 733	20.8	79.2	17.0	28.1
1985	3 148	10 057	13 205	23.8	76.2	30.0	44.7
Change	1 334	3 138	4 472	3.0	-3.0	13.0	16.6
50-59 years							
1978	1 201	3 303	4 504	26.7	73.3	11.3	13.4
1985	1 388	4 762	6 150	22.6	77.4	13.2	21.2
Change	187	1 459	1 646	-4.1	4.1	1.9	7.8
60+ years							
1978	242	448	690	35.1	64.9	2.3	1.8
1985	234	609	843	27.8	72.2	2.2	2.7
Change	-8	161	153	-7.3	7.3	-0.1	0.9
TOTAL ^a							
1978	10 645	24 601	35 246	30.2	69.8	100.0	100.0
1985	10 487	22 495	32 982	31.8	68.2	100.0	100.0
Change	-158	-2 106	-2 264	1.6	-1.6		

Source: September School Reports, 1978 and 1985.

^a Does not include teachers who did not report their age: 31 women and 58 men in 1978; 17 women and 29 men in 1985.

TABLE P10

Public School Boards, Secondary: Distribution of Full-Time Teachers by Total Teaching Experience and Sex, 1978 and 1985

Teaching Experience	No. of Women	No. of Men	Total	Per Cent of Women	Per Cent of Men	Women as a Per Cent of All Women	Men as a Per Cent of All Men
Beginners							
1978	407	428	835	48.7	51.3	3.8	1.7
1985	270	205	475	56.8	43.2	2.6	0.9
Change	-137	-223	-360	8.1	-8.1	-1.2	-0.8
1-10 years							
1978	6 182	9 687	15 869	39.0	61.0	57.9	39.3
1985	3 881	3 888	7 769	50.0	50.0	36.9	17.3
Change	-2 301	-5 799	-8 100	11.0	-11.0	-21.0	-22.0
11-20 years							
1978	3 086	11 107	14 193	21.7	78.3	28.9	45.1
1985	4 672	10 943	15 615	29.9	70.1	44.5	48.6
Change	1 586	-164	1 422	8.2	-8.2	15.6	3.5
21-30 years							
1978	821	3 014	3 835	21.4	78.6	7.7	12.2
1985	1 488	6 713	8 201	18.1	81.9	14.2	29.8
Change	667	3 699	4 366	-3.3	3.3	6.5	17.6
31+ years							
1978	180	415	595	30.3	69.7	1.7	1.7
1985	193	775	968	19.9	80.1	1.8	3.4
Change	13	360	373	-10.4	10.4	0.1	1.7
TOTAL							
1978	10 676	24 651	35 327	30.2	69.8	100.0	100.0
1985	10 504	22 524	33 028	31.8	68.2	100.0	100.0
Change	-172	-2 127	-2 299	1.6	-1.6		

Source: September School Reports, 1978 and 1985.

TABLE P11

Public School Boards, Secondary: Distribution of Full-Time Teachers by Highest Degree Obtained and Sex, 1978 and 1985

Highest Degree	No. of Women	No. of Men	Total	Per Cent of Women	Per Cent of Men	Women as a Per Cent of All Women	Men as a Per Cent of All Men
No degree							
1978	846	4 217	5 063	16.7	83.3	7.9	17.1
1985	545	2 984	3 529	15.4	84.6	5.2	13.3
Change	-301	-1 233	-1 534	-1.3	1.3	-2.7	-3.8
Bachelor's							
1978	9 009	17 580	26 589	33.9	66.1	84.6	71.4
1985	8 710	15 896	24 606	35.4	64.6	83.1	70.7
Change	-299	-1 684	-1 983	1.5	-1.5	-1.5	-0.7
Master's							
1978	777	2 733	3 510	22.1	77.9	7.3	11.1
1985	1 204	3 525	4 729	25.5	74.5	11.5	15.7
Change	427	792	1 219	3.4	-3.4	4.2	4.6
Doctorate							
1978	19	82	101	18.8	81.2	0.2	0.3
1985	28	94	122	23.0	77.0	0.3	0.4
Change	9	12	21	4.2	-4.2	0.1	0.1
TOTAL ^a							
1978	10 651	24 612	35 263	30.2	69.8	100.0	100.0
1985	10 487	22 499	32 986	31.8	68.2	100.0	100.0
Change	-164	-2 113	-2 277	1.6	-1.6		

Source: September School Reports, 1978 and 1985.

^a Does not include teachers who did not report the highest degree obtained: 25 women and 39 men in 1978; 17 women and 25 men in 1985.

TABLE P12

Public School Boards, Secondary: Distribution of Full-Time Teachers by Total Salary and Sex, 1984 and 1985

Salary (\$)	No. of Women	No. of Men	Total	Per Cent of Women	Per Cent of Men	Women as a Per Cent of All Women	Men as a Per Cent of All Men
Under 21 000							
1984	165	109	274	60.2	39.8	1.6	0.5
1985	92	48	140	65.7	34.3	0.9	0.2
Change	-73	-61	-134	5.5	-5.5	-0.7	-0.3
21 000 - 23 999							
1984	311	212	523	59.5	40.5	3.1	0.9
1985	195	152	347	56.2	43.8	1.9	0.7
Change	-116	-60	-176	-3.3	3.3	-1.2	-0.2
24 000 - 26 999							
1984	480	403	883	54.4	45.6	4.7	1.8
1985	393	289	682	57.6	42.4	3.9	1.3
Change	-87	-114	-201	3.2	-3.2	-0.8	-0.5
27 000 - 29 999							
1984	497	433	930	53.4	46.6	4.9	1.9
1985	466	419	885	52.7	47.3	4.6	1.9
Change	-31	-14	-45	-0.7	0.7	-0.3	0.0
30 000 - 32 999							
1984	630	677	1 307	48.2	51.8	6.2	3.0
1985	484	417	901	53.7	46.3	4.7	1.9
Change	-146	-260	-406	5.5	-5.5	-1.5	-1.1
33 000 - 35 999							
1984	1 570	2 358	3 928	40.0	60.0	15.4	10.3
1985	684	937	1 621	42.2	57.8	6.7	4.2
Change	-886	-1 421	-2 307	2.2	-2.2	-8.7	-6.1
36 000 - 38 999							
1984	1 268	1 828	3 096	41.0	59.0	12.5	8.0
1985	1 490	2 137	3 627	41.1	58.9	14.6	9.6
Change	222	309	531	0.1	-0.1	2.1	1.6
39 000 - 41 999							
1984	1 604	2 994	4 598	34.9	65.1	15.8	13.1
1985	1 180	1 468	2 648	44.6	55.4	11.6	6.6
Change	-424	-1 526	-1 950	9.7	-9.7	-4.2	-6.5
42 000 - 44 999							
1984	2 676	8 764	11 440	23.4	76.6	26.3	38.3
1985	1 695	3 622	5 317	31.9	68.1	16.6	16.2
Change	-981	-5 142	-6 123	8.5	-8.5	-9.7	-22.1
45 000 and over							
1984	965	5 099	6 064	15.9	84.1	9.5	22.3
1985	3 516	12 849	16 365	21.5	78.5	34.5	57.5
Change	2 551	7 750	10 301	5.6	-5.6	25.0	35.2
TOTAL ^a							
1984	10 166	22 877	33 043	30.8	69.2	100.0	100.0
1985	10 195	22 338	32 533	31.3	68.7	100.0	100.0
Change	29	-539	-510	0.5	-0.5		
Median Salary ^b							
1984	\$39 287	\$42 722	\$42 219				
1985	\$42 200	\$45 649	\$45 028				

Source: September School Reports, 1984 and 1985.

- ^a Does not include teachers who did not report their salary:
81 women and 72 men in 1984; 309 women and 186 men in 1985.
^b Medians for 1984 and 1985 are calculated from grouped data with different intervals.

TABLE R1

Roman Catholic Separate School Boards: Distribution of Ontario Educational Staff by Sex, 1985

Staff	No. of Women	No. of Men	Total	Per Cent of Women	Per Cent of Men
Elementary	13 042	4 690	17 732	73.6	26.4
Secondary	1 100	1 270	2 370	46.4	53.6

Source: September School Reports, 1985.

Note: Data are not comparable to previous years due to the extension of public funding to Grade 11 in Roman Catholic separate schools in 1985.

TABLE R2

Roman Catholic Separate School Boards: Distribution of Full-Time Teachers by Position and Sex, 1985

Position	No. of Women	No. of Men	Total	Per Cent of Women	Per Cent of Men	Women as a Per Cent of All Women	Men as a Per Cent of All Men
ELEMENTARY							
Principal	254	960	1 214	20.9	79.1	1.9	20.5
Vice-principal	86	213	299	28.8	71.2	0.7	4.5
Department head	4	3	7	57.1	42.9	0.0	0.1
Classroom teacher	11 460	3 218	14 678	78.1	21.9	87.9	68.6
Other	1 238	296	1 534	80.7	19.3	9.5	6.3
TOTAL	13 042	4 690	17 732	73.6	26.4	100.0	100.0
SECONDARY							
Principal	12	40	52	23.1	76.9	1.1	3.1
Vice-principal	6	56	62	9.7	90.3	0.5	4.4
Department head	69	177	246	28.0	72.0	6.3	13.9
Classroom teacher	954	959	1 913	49.9	50.1	86.7	75.5
Other	59	38	97	60.8	39.2	5.4	3.0
TOTAL	1 100	1 270	2 370	46.4	53.6	100.0	100.0

Source: September School Reports, 1985.

Note: Data are not comparable to previous years due to the extension of public funding to Grade 11 in Roman Catholic separate schools in 1985.

TABLE R3

Roman Catholic Separate School Boards: Distribution of Full-Time Teachers by Age and Sex, 1985

Age	No. of Women	No. of Men	Total	Per Cent of Women	Per Cent of Men	Women as a Per Cent of All Women	Men as a Per Cent of All Men
ELEMENTARY							
19-29 years	2 189	505	2 694	81.3	18.7	16.8	10.8
30-39 years	5 641	2 321	7 962	70.8	29.2	43.3	49.7
40-49 years	3 745	1 495	5 240	71.5	28.5	28.8	32.0
50-59 years	1 287	329	1 616	79.6	20.4	9.9	7.0
60+ years	160	23	183	87.4	12.6	1.2	0.5
TOTAL ^a	13 022	4 673	17 695	73.6	26.4	100.0	100.0
SECONDARY							
19-29 years	338	228	566	59.7	40.3	30.7	18.0
30-39 years	461	621	1 082	42.6	57.4	41.9	49.1
40-49 years	202	335	537	37.6	62.4	18.4	26.5
50-59 years	82	71	153	53.6	46.4	7.5	5.6
60+ years	17	10	27	63.0	37.0	1.5	0.8
TOTAL ^a	1 100	1 265	2 365	46.5	53.5	100.0	100.0

Source: September School Reports, 1985.

Note: Data are not comparable to previous years due to the extension of public funding to Grade 11 in Roman Catholic separate schools in 1985.

^a Does not include teachers who did not report their age: 20 women and 17 men in elementary schools; 5 men in secondary schools.

TABLE R4

Roman Catholic Separate School Boards: Distribution of Full-Time Teachers by Total Teaching Experience and Sex, 1985

Teaching Experience	No. of Women	No. of Men	Total	Per Cent of Women	Per Cent of Men	Women as a Per Cent of All Women	Men as a Per Cent of All Men
ELEMENTARY							
Beginners	369	126	495	74.5	25.5	2.8	2.7
1-10 years	4 481	1 427	5 908	75.8	24.2	34.4	30.4
11-20 years	5 484	2 059	7 543	72.7	27.3	42.0	43.9
21-30 years	2 336	984	3 320	70.4	29.6	17.9	21.0
31+ years	372	94	466	79.8	20.2	2.9	2.0
TOTAL	13 042	4 690	17 732	73.6	26.4	100.0	100.0
SECONDARY							
Beginners	96	86	182	52.7	47.3	8.7	6.8
1-10 years	519	526	1 045	49.7	50.3	47.2	41.4
11-20 years	360	497	857	42.0	58.0	32.7	39.1
21-30 years	102	143	245	41.6	58.4	9.3	11.3
31+ years	23	18	41	56.1	43.9	2.1	1.4
TOTAL	1 100	1 270	2 370	46.4	53.6	100.0	100.0

Source: September School Reports, 1985.

Note: Data are not comparable to previous years due to the extension of public funding to Grade 11 in Roman Catholic separate schools in 1985.

TABLE R5

Roman Catholic Separate School Boards: Distribution of Full-Time Teachers by Highest Degree Obtained and Sex, 1985

Highest Degree	No. of Women	No. of Men	Total	Per Cent of Women	Per Cent of Men	Women as a Per Cent of All Women	Men as a Per Cent of All Men
ELEMENTARY							
No degree	5 453	518	5 971	91.3	8.7	41.9	11.1
Bachelor's	7 120	3 366	10 486	67.9	32.1	54.7	72.0
Master's	448	781	1 229	36.5	63.5	3.4	16.7
Doctorate	5	8	13	38.5	61.5	0.0	0.2
TOTAL ^a	13 026	4 673	17 699	73.6	26.4	100.0	100.0
SECONDARY							
No degree	55	53	108	50.9	49.1	5.0	4.2
Bachelor's	929	994	1 923	48.3	51.7	84.5	78.5
Master's	115	213	328	35.1	64.9	10.5	16.8
Doctorate	1	6	7	14.3	85.7	0.1	0.5
TOTAL ^a	1 100	1 266	2 366	46.5	53.5	100.0	100.0

Source: September School Reports, 1985.

Note: Data are not comparable to previous years due to the extension of public funding to Grade 11 in Roman Catholic separate schools in 1985.

^a Does not include teachers who did not report their highest degree obtained: 16 women and 17 men in elementary schools; 4 men in secondary schools.

TABLE R6

Roman Catholic Separate School Boards: Distribution of Full-Time Teachers by Total Salary and Sex, 1985

Salary (\$)	No. of Women	No. of Men	Total	Per Cent of Women	Per Cent of Men	Women as a Per Cent of All Women	Men as a Per Cent of All Men
ELEMENTARY							
Under 21 000	193	26	219	88.1	11.9	1.5	0.6
21 000 - 23 999	754	139	893	84.4	15.6	5.9	3.0
24 000 - 26 999	1 526	187	1 713	89.1	10.9	12.0	4.0
27 000 - 29 999	1 730	245	1 975	87.6	12.4	13.6	5.3
30 000 - 32 999	2 028	309	2 337	86.8	13.2	15.9	6.7
33 000 - 35 999	1 022	361	1 383	73.9	26.1	8.0	7.8
36 000 - 38 999	1 708	588	2 296	74.4	25.6	13.4	12.7
39 000 - 41 999	1 546	637	2 183	70.8	29.2	12.2	13.7
42 000 - 44 999	1 484	823	2 307	64.3	35.7	11.7	17.8
45 000 and over	726	1 319	2 045	35.5	64.5	5.7	28.5
TOTAL ^a	12 717	4 634	17 351	73.3	26.7	100.0	100.0
Median Salary	\$33 374	\$41 175	\$36 203				
SECONDARY							
Under 20 999	21	20	41	51.2	48.8	2.0	1.6
21 000 - 23 999	96	58	154	62.3	37.7	9.2	4.8
24 000 - 26 999	76	58	134	56.7	43.3	7.3	4.8
27 000 - 29 999	85	74	159	53.5	46.5	8.2	6.1
30 000 - 32 999	116	83	199	58.3	41.7	11.1	6.8
33 000 - 35 999	94	98	192	49.0	51.0	9.0	8.0
36 000 - 38 999	141	136	277	50.9	49.1	13.5	11.1
39 000 - 41 999	121	173	294	41.2	58.8	11.6	14.2
42 000 - 44 999	191	249	440	43.4	56.6	18.3	20.4
45 000 and over	100	272	372	26.9	73.1	9.6	22.3
TOTAL ^a	1 041	1 221	2 262	46.0	54.0	100.0	100.0
Median Salary	\$36 691	\$40 447	\$38 729				

Source: September School Reports, 1985.

Note: Data are not comparable to previous years due to the extension of public funding to Grade 11 in Roman Catholic separate schools in 1985.

^a Does not include teachers who did not report their salary: 325 women and 56 men in elementary schools; 59 women and 49 men in secondary schools.

TABLE R7

Roman Catholic Separate School Boards: Distribution of Full-Time Teachers by Highest Teaching Level and Sex, 1985

Teaching Level	No. of Women	No. of Men	Total	Per Cent of Women	Per Cent of Men	Women as a Per Cent of All Women	Men as a Per Cent of All Men
JK/Kindergarten	1 445	20	1 465	98.6	1.4	12.2	0.4
Grades 1-3	4 049	228	4 277	94.7	5.3	34.3	5.1
Grades 4-6	3 149	1 295	4 444	70.9	29.1	26.7	28.8
Grades 7-8	2 190	1 863	4 053	54.0	46.0	18.6	41.4
Grades 9-10	555	622	1 177	47.2	52.8	4.7	13.8
Grades 11-12	417	476	893	46.7	53.3	3.5	10.6
TOTAL	11 805	4 504	16 309	72.4	27.6	100.0	100.0

Source: September School Reports, 1985.

Note: Data are not comparable to previous years due to the extension of public funding to Grade 11 in Roman Catholic separate schools in 1985.


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The Status of Women and Affirmative Action/ Employment Equity in Ontario School Boards

Report to the
Legislature by the
Minister of Education

1988





The Status of Women and Affirmative Action/ Employment Equity in Ontario School Boards

**Report to the Legislature
by the Minister of Education**

1988

ERRATUM

Page 46, Appendix B, Part One Footnote should read as follows:

Note: Part One of this appendix includes Directors of Education, Assistant Directors and other Supervisory Officers under the category of 'Supervisory Officers' and shows data from all Ontario School Boards.

Page 53, Annex B, Première partie La remarque devrait se lire comme suit :

Remarque. - La première partie de cette annexe regroupe les directeurs et directrices de l'éducation, directeurs et directrices adjoint(e)s de l'éducation et autres agents et agentes de supervision dans la catégorie «Agents et agentes de supervision», et comprend des données provenant de tous les conseils scolaires de l'Ontario.

To: The Members of the Legislative Assembly
Province of Ontario

It is my privilege to present the third annual Ministry of Education report to the Legislature on the status of women and affirmative action/employment equity in Ontario school boards.

Although the Ministry of Education has been actively promoting equal opportunity for female board employees over the past fifteen years, this year the report clearly shows that much remains to be done to raise and diversify the occupational distribution of women in the educational system.

In 1986 Policy/Program Memorandum No. 92 requested that school boards adopt a minimum objective of 30 per cent female representation in all positions and at all levels of employment by the year 2000. Our most recent statistics show that only 17 per cent of Ontario's elementary school principals and 11 per cent of secondary school principals are female, despite increased numbers of women qualified for these and other senior positions. As of January 1989, just two women hold the position of director of education. Few women hold non-traditional positions such as head custodian, supervisor of maintenance/custodial services, or skilled trades-person. In only one category has the minimum of 30 per cent been achieved: 31 per cent of elementary vice-principals are women.

Since 1985, 102 school boards have participated for at least one year in the Affirmative Action/Employment Equity Incentive Fund and more than \$4 million has been provided in grants. Although 1989 is the last year for this funding, it is my firm expectation that affirmative action/employment equity programs developed with start-up grants will become ongoing, integral parts of the long-term planning and human resources management strategies of Ontario school boards.

In schools, students see in microcosm a reflection of women and men's roles in the paid workforce and from this form significant attitudes about their own future roles in the world of work. I commend those school boards that have achieved positive results by implementing affirmative action/employment equity programs, and I encourage all school boards to take whatever steps are necessary to ensure that the goal of employment equity is reached.

Chris Ward
Minister of Education

March 30, 1989

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1. The Status of Women in Ontario Education

Women are highly visible in the educational system of Ontario. They make up almost half the total population in school boards, colleges, universities, and in the education ministries. In 1987-88 there were 2.3 million women and men, including students and staff, in the educational system; 49.1 per cent were female.

A look at the deployment of women shows that they make up more than half of the employees in school boards (56.6 per cent) and in the Ministry of Education (57.4 per cent). As a result, it may be thought that there is no need to implement special measures and initiatives for women through affirmative action/employment equity programs. However, statistics on the educational workforce show that in 1987, women represented only 23 per cent of Ministry of Education executives, 17 per cent of elementary school principals, and 11 per cent of secondary school principals.

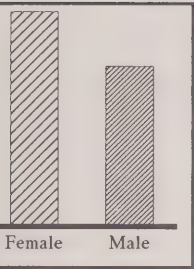
The ministry has been promoting affirmative action/employment equity for women in the educational system for more than 15 years. As early as 1973 the ministry sent a memorandum to chairpersons of school boards regarding the importance of equal employment and promotion opportunities for women.

That memorandum stated, "It stands to reason that an educational system that prides itself on offering equality of opportunity to its students should practise the same attitude in respect to those who serve within that system.... There should be a policy of equal opportunity for employment and promotion which would ensure that qualified and capable women could undertake leadership roles both in this ministry and in local school boards."

In December 1986 the Minister of Education reiterated the government's commitment to the principle of affirmative action/employment equity in Policy/Program Memorandum No. 92: "Nowhere is it more important that this principle be observed than in the province's educational system...."

1.1 Ministry of Education

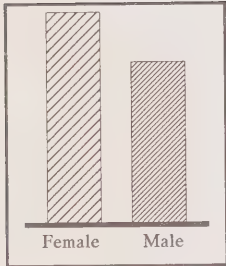
In 1974 the Ministry of Education, along with all other ministries in the Ontario Public Service, introduced an affirmative action program for women. The overall objective of the program was to provide equal opportunity for women, as well as to raise and diversify the occupational distribution of female employees. In 1980 a goal was set to integrate all modules and categories to a minimum of 30 per cent female representation by the year 2000. It is expected that employment equity will continue to be a



Female employment stands at 57.4 per cent for Ministry of Education staff.

priority for school boards as they work towards raising the number and diversifying the occupational distribution of women to a minimum of 30 per cent in all job categories.

Since the appointment of a Woman's Advisor in 1975 and the subsequent formation of the Equal Opportunity/Affirmative Action Unit in 1979 (now part of the Human Resources Branch), ministry staff have been involved in the implementation of the government's corporate objectives. From 1979 to April 1987 the unit's mandate included both the Ministry of Education and the Ministry of Colleges and Universities, extending as well to school boards, colleges, and universities. A separate program was established by the Ministry of Colleges and Universities in 1987.



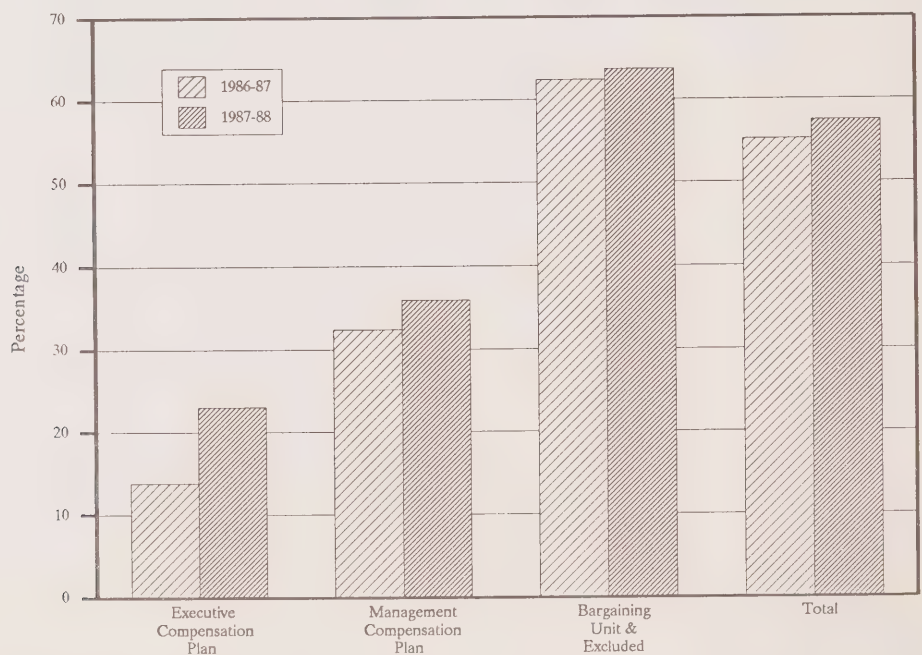
Female employment stands at 56.6 per cent for school boards.

The Ministry of Education's affirmative action/employment equity program for women employees was expanded in June 1987 to include the corporate development of policy, strategies, and initiatives to address affirmative action/employment equity concerns of racial minorities, persons with disabilities, Francophones, and aboriginals.

Initiatives to Improve Women's Occupational Distribution

Women make up 57.4 per cent of the Ministry of Education workforce, but they are unevenly distributed within occupational groups (see Figure 1).

Figure 1: Ministry of Education Workforce Profile: Classified Female Employees, 1987-88



Source: Integrated Payroll Personnel and Employee Benefits Services, September 30, 1986 – March 27, 1988.

Note: Senior management are covered under the executive compensation plan: in 1987-88 only 23 per cent in this category (7 employees) were female, up from 13.8 per cent (4 employees) in 1986-87. Middle management are covered under the management compensation plan: in 1987-88, 35.9 per cent (122 employees) were female; in 1986-87 the figure was 32.4 per cent (101 employees). In the bargaining unit and excluded category women made up 63.7 per cent of the total (733 employees) for 1987-88, and 62.4 per cent (721 employees) for 1986-87.

In order to continue improving these statistics and in respect of the government's commitment to affirmative action/employment equity, the ministry has undertaken special initiatives to:

- increase the number of women in the nine occupational categories where women hold less than 30 per cent of the positions in the ministry;
- increase the pool of qualified women through on-the-job training, job rotations, secondments, special assignments, and special development programs;
- lend support and encourage women to explore career options through formal and informal networks.

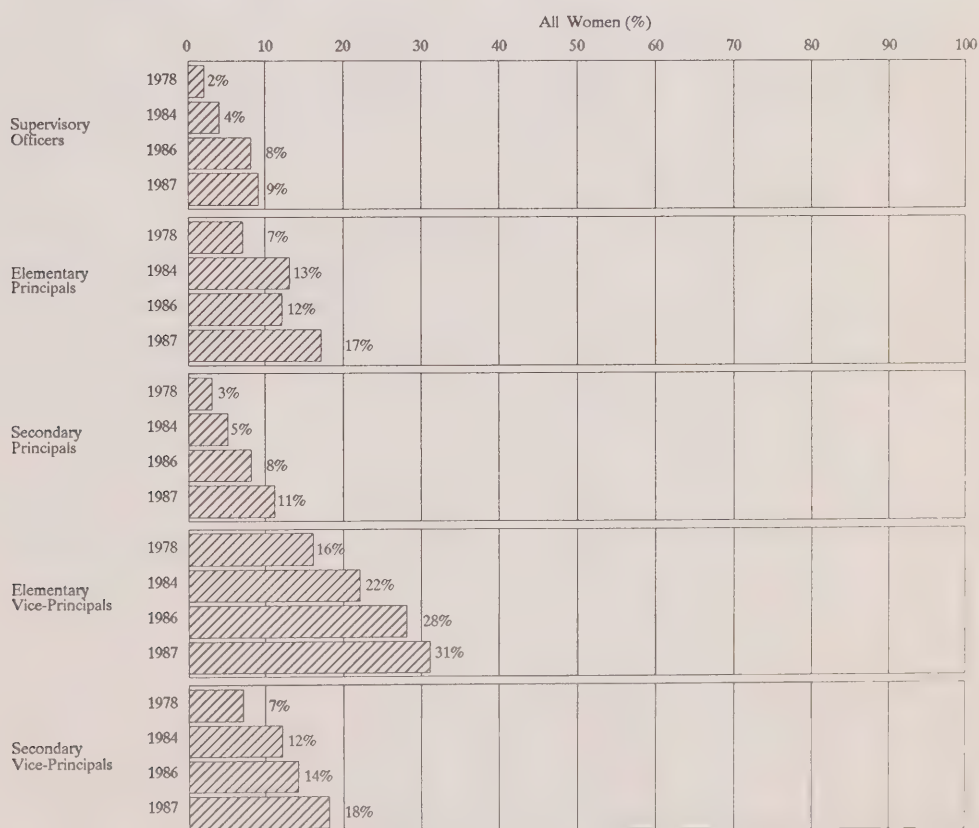
In addition to ministry initiatives, the Equal Opportunity/Affirmative Action Unit is involved at the interministerial level in providing corporate directions for employment equity in the Ontario Public Service.

1.2 School Boards

Educational Staff

In 1986-87, 63 per cent of Ontario's teaching staff were women but the majority of senior decision makers were men (see Figure 2).

Figure 2: Female Educational Staff in Selected Positions of Added Responsibility



Sources: Ministry of Education file data and comparative analyses for 1972/84, for 1978/86, and for 1978/87.

This disproportionate female to male representation shown in Figure 2 does not appear to reflect supply and demand.

In recent years there has been a notable increase in the number of women who have obtained the supervisory officer's certificate and the principal's qualification (see Table 1).

Since 1980, 2 696 women have qualified as principal, or 35 per cent of the total. Since 1980, 325 women have successfully completed supervisory officer examinations, or 30 per cent of the total who received this certificate.

Despite this increase in the number of women qualified for and interested in these positions of added responsibility, comparatively few women are actually in the roles.

Table 1: Successful Female Candidates for the Principal's Qualification and the Supervisory Officer's Certificate

Year	Principal's Qualification		Supervisory Officer's Certificate	
	No.	% of All Candidates	No.	% of All Candidates
1980	130	27	38	22
1981	123	22	31	24
1982	580	32	19	26
1983	255	30	35	32
1984	302	36	24	27
1985	377	42	36	30
1986	453	45	48	40
1987	476	46	46	35
1988	n/a	n/a	48	43

Source: Evaluation and Supervisory Services Branch, Ontario Ministry of Education, 1988.

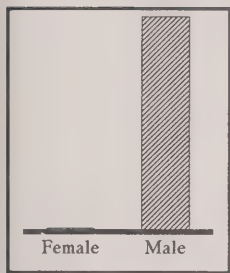
Non-Teaching Staff

In 1985 data on non-teaching employees began to be collected by the ministry for monitoring the progress of affirmative action/employment equity programs. Non-teaching employees in most school boards continue to be clustered by sex in traditional occupational categories, such as clerical and secretarial, although a few boards have promoted women to the position of head custodian.

2. Profile of Women's Employment in School Boards

2.1 Data Collection

This analysis of women's employment in school boards is based on data collected through the September School and Board Reports. The data were managed in the same way as in 1986-87 – through the Affirmative Action Data Base (AADB). Barring changes in the data collected, the 1987 information will form the baseline for future analyses.



Only 1.7 per cent of the directors of education in Ontario are female.

The tables at the end of part 2 provide data on the distribution of employees, by sex, within occupational categories (Table 2); the distribution of employees, by sex, within major occupational groups (Tables 3-4); the distribution of boards by sex composition of employees (Table 5); and salary distribution by major occupational group (Tables 6, 6B, 7, 8). Sections 2.2-2.5 below present highlights from the tables.

Limitations of the Data

Information is reported on full-time staff only: all elementary and secondary school educational staff for both public and Roman Catholic schools, and all other personnel employed by school boards. The analysis organizes the occupational categories found in the September Board Reports into four major occupational groups:

- Group 1 – senior board personnel, such as director/assistant director of education and other supervisory officers.
- Group 1A – consultant staff.
- Group 2 – educational staff employed in schools and school board offices, including principals, vice-principals, department heads, teachers, and “other teachers.” (“Other teachers” refers to those teachers, such as librarians and guidance personnel, not in a regular classroom position.)
- Group 3 – non-educational staff employed in schools and school boards.

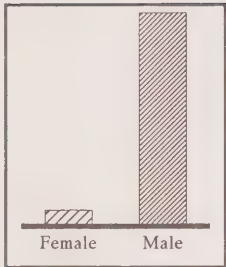
Note that the consultant staff, previously classified with the other Group 1 staff, have been made a subgroup of the board personnel.

The following limitations should be kept in mind when reading the analysis:

- Although Teaching Staff Report data in Appendix D is virtually compatible with data from the AADB, small technical discrepancies exist. For this reason, the data shown here and in the appendix may vary slightly.
- Although there were 182 school boards on September 30, 1987, the analysis (with the exceptions of Table 5 and Appendix D, which include all boards) applies to only 162 boards. The 20 boards excluded from the

analysis either do not operate schools or operate only educational programs or schools in treatment centres.

- Salary data are available only in categories. Frequency distributions by salary category are presented for main personnel groups. Where appropriate, the salary interval in which the median lies is stated.
- A major reclassification of teachers and department heads by one of the large school boards affects the comparability of the 1987-88 data with those of previous years.
- Due to the extension of public funding to Grade 13 in Roman Catholic secondary schools, figures in this report are not comparable with those presented in the previous editions of reports tabled in the Legislature.



Approximately 1.3 per cent of all male and 0.1 per cent of all female full-time employees are found in the most senior positions.

2.2 Distribution of Employees, by Sex, Within Occupational Categories

Table 2 presents the distribution by sex within occupational categories of all full-time school and board personnel as of September 30, 1987. For many occupational categories, the figures document the underrepresentation of women in positions of added responsibility in school boards. (Positions of added responsibility include the senior positions of director of education, assistant director of education, other supervisory officers, and principals, vice-principals, and department heads.) Only 1.7 per cent of the 118 directors of education and 9.7 per cent of the supervisory officers, for example, are female. Although 74.3 per cent of all elementary classroom teachers are female, only 21.6 per cent of all elementary principals and vice-principals are female.

Table 2 also confirms the concentration of males and females in occupational categories traditionally associated with each gender.

Females, for example, make up 96.8 per cent and 93.7 per cent, respectively, of the clerical and secretarial staff and paid teacher-aides. Males, on the other hand, form 75.6 per cent of the supervisory and 85.1 per cent of the non-supervisory staff responsible for pupil transportation, plant maintenance and operation, food services, and so forth.

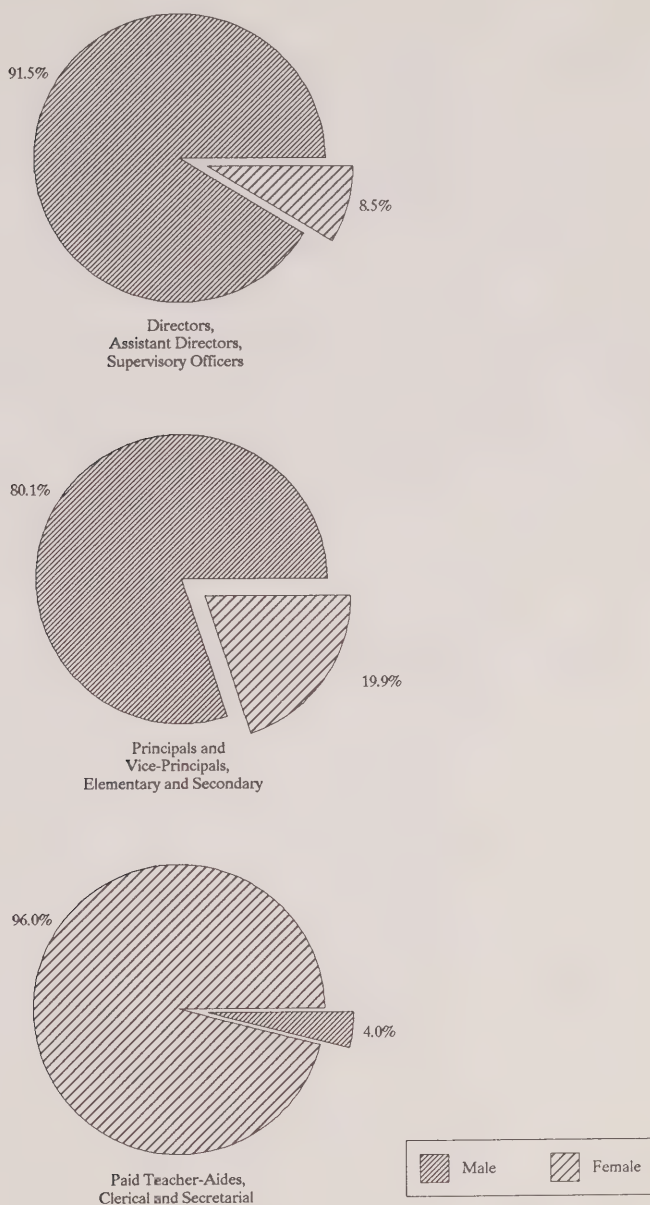
Figure 3 highlights the male-female composition for selected clusters of occupational categories (one from each of the three groups of occupational categories). Each pie chart is a dramatic illustration of the enduring nature of adherence to traditional gender associations in the educational workplace.

2.3 Representation of Employees, by Sex, Within Major Occupational Groups

Table 3 shows full-time employees, by position and sex, within and across the four major occupational groups in the education sector. The following are selected highlights:

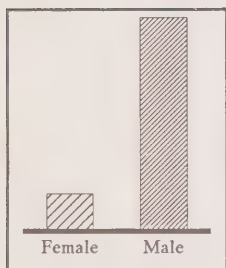
- Approximately 1.3 per cent of all male and 0.1 per cent of all female full-time employees are found in the most senior positions (director, assistant director, and supervisory officers).

Figure 3: Distribution of Full-Time Employees, by Sex, for Selected Occupational Groups, 1987



Source: Affirmative Action Data Base, 1987.

- Of the 1 085 women in Groups 1 and 1A positions, 1 010 (93.1 per cent) are consultants; of the 1 689 men in Groups 1 and 1A, only 881 (52.2 per cent) are consultants.
- Approximately 40 per cent of all males in the senior positions are supervisory officers, compared to about 7 per cent of all females.
- Just under 9 per cent of all male educational staff are principals, as compared to slightly more than 1 per cent of all female educational staff.



Forty per cent of all males in senior positions are supervisory officers, compared to 7 per cent of all females.

- Approximately 8 per cent of all males in the senior positions are directors or assistant directors of education, as opposed to 0.3 per cent of all females.
- Approximately 14 per cent of all male educational staff are department heads, as compared to about 4 per cent of all females in this group.
- 75 per cent of all female educational staff employed in schools are in the elementary panel, as compared to 43 per cent of all males in this category.
- Approximately 86 per cent of all female educational staff employed in schools occupy positions as classroom teachers, as compared to 69 per cent of all males.
- Approximately 55 per cent of all females in Group 3 are in clerical and secretarial positions, as compared to 2 per cent of all males in the same group.
- Approximately 80 per cent of all males in Group 3 staff are classified as “other staff on board’s payroll (non-supervisory),” as compared with about 13 per cent of all females in the same group.

Although the numbers of men and women employed in Group 3 positions are virtually equal, an examination of the male/female ratios for job categories within that group discloses the persistence of traditional gender associations in the workplace. Table 4 illustrates this point.

2.4 Distribution of Boards by Sex Composition of Employees

Table 5 shows the distribution of school boards reporting full-time employees, within each occupational category and by sex composition (all-male staff; all-female staff; both male and female staff). Highlights of Table 5 include the following:

- Approximately 61 per cent of the boards reporting supervisory officers have an all-male supervisory officer staff.
- About 64 per cent of the boards that operate secondary schools do not employ any female secondary school principals.
- Approximately 43 per cent of the boards that operate secondary schools do not employ any female secondary vice-principals.
- About 52 per cent of all boards reporting paid teacher-aides had all-female staff in that category.
- About 70 per cent of all boards reported an all-female clerical and secretarial staff.

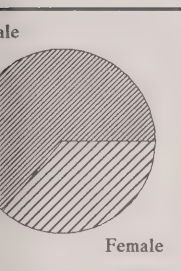
2.5 Salary Distribution by Major Occupational Group

The following subsections detail the frequency distribution for each of Groups 1 and 1A (senior board personnel and consultants), Group 2 (educational staff in elementary and secondary schools and school boards), and Group 3 (other non-educational staff employed by school boards at the board and school level). Tables 6, 6B, 7, and 8 do not take into account such variables as experience and qualifications, which may account for an undetermined amount of the male/female salary discrepancy. Note that only the tables on elementary and secondary educational staff (Tables 7 and 8) include personnel who do not report their salary.

Directors/Assistant Directors of Education and Supervisory Officers (Group 1) and Consultant Staff (Group 1A)

Table 6 includes the frequency distribution for the four job categories in Groups 1 and 1A. Highlights of Table 6 are as follows:

- Approximately 64 per cent of all male supervisory officers earned \$72 000 or more, whereas only about 57 per cent of all female supervisory officers were in that salary range. The median salary for both male and female supervisory officers was in the \$72 000 to \$74 999 salary range.
- Almost one-half of all male consultants earned \$54 000 or more. Only about 24 per cent of all female consultants were in that salary range.



y 66 out of 182 boards
employ female secondary
school principals.

Other Non-Educational Staff (Group 3)

Table 6B presents the distribution of Group 3 staff (other paraprofessionals, technicians, clerical and secretarial staff, paid teacher-aides) by salary interval. The pattern of salary distribution, both in Group 3 as a whole and in the various job classifications, shows the predominance of women in low-paying jobs where females predominate in number. The following highlights illustrate this point:

- 81.8 per cent of all women and 34.2 per cent of all men in Group 3 receive salaries of \$23 999 or less.
- 62.9 per cent of all women and 33.4 per cent of all men in clerical and secretarial positions earn less than \$21 000. However, only 5 per cent of the women compared with 30 per cent of the men in this job category earn \$27 000 or more.
- 68.3 per cent of all women and 70.3 per cent of all men employed as paid teacher-aides receive salaries of under \$18 000.
- 31.5 per cent of all women and 18.9 per cent of all men classified as "other paraprofessionals" receive salaries of under \$18 000.
- Personnel in the classification "other professional staff (non-teaching)" provide such services as social work, psychological testing and evaluation, and attendance counselling. The male/female ratio for this category is relatively low compared to the ratio for other paraprofessionals, paid teacher-aides, and clerical and secretarial staff. However, the pattern of salary distribution, which shows a higher proportion of women in the lower ranges of the salary grid and a higher proportion of men in the upper ranges, continues. About 12 per cent of all females employed as "other professional staff" earn under \$24 000 and about 5 per cent earn \$51 000 or more. By comparison, about 4 per cent of all males in this category earn under \$24 000 but about 20 per cent earn \$51 000 or more.

The pattern of a higher proportion of women in the lower salary ranges is also evident in three job categories where the male/female ratio shows a higher number of men than women: technicians, "other staff on board's payroll (non-supervisory)," and "other staff on board's payroll (supervisory)." The following highlights illustrate this point:

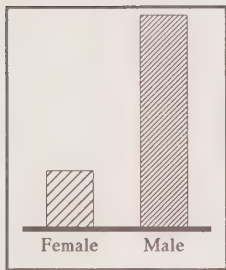
- 14.7 per cent of the women employed as "technicians" and 1.3 per cent of the men earn under \$18 000. Only 17 of the personnel in this occupational classification earn \$33 000 or more; all are male.
- Of the women employed as "other staff on board's payroll (supervisory personnel)," 5 per cent earn \$48 000 or more. Of the men, 6.4 per cent

receive salaries under \$24 000 and 16.5 per cent receive salaries of \$48 000 or more.

- The salary distribution for the non-supervisory “other staff” shows that 44 per cent of the women and only 7.8 per cent of the men earn under \$21 000. This category is the only one in which females dominate the high end of the salary range. However, it must be noted that the number of personnel involved is small: less than 1 per cent of men (0.66 per cent) and women (0.79 per cent) earn \$42 000 or more.

Full-Time Elementary School Staff (Group 2)

Table 7 shows the distribution by sex and type of duty, by salary intervals, for full-time educational staff in Ontario’s elementary school systems. Full-time educational staff includes principals, vice-principals, department heads, regular classroom teachers, and “other” staff not employed in a regular classroom situation (for example, librarians and guidance personnel). Note that while a vast majority of the educational staff are found in schools, educational staff employed at the board office are also included in Group 2.



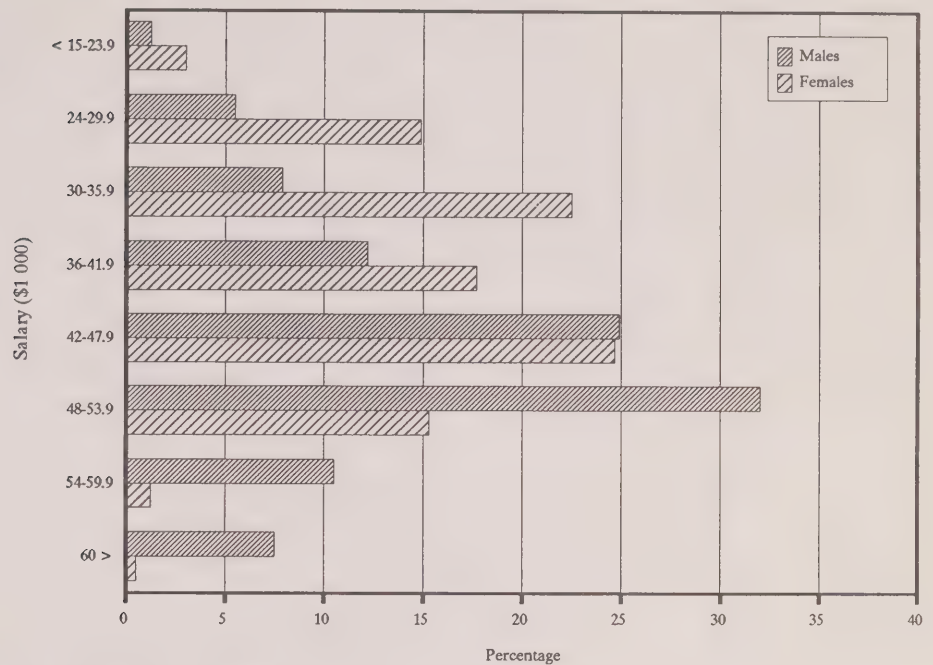
Only 18 per cent of female non-educational staff earn more than \$24 000, as compared to 66 per cent of male staff.

The following are selected highlights from Table 7:

- The overall ratio of men to women in this group is about 1:2. This ratio is not, however, reflected in the upper and lower extremes of the salary ranges: about seven times as many women as men earn under \$30 000, and about twice as many men as women earn more than \$51 000.
- The 5:1 ratio of male principals to female principals again indicates the underrepresentation of women in positions of added responsibility. Here, about 43 per cent of all male principals and 30 per cent of all female principals earn \$60 000 or more. However, about 10 per cent of the female principals, contrasted with about 4 per cent of the male principals, are found in the lower salary ranges (\$50 999 or less).
- There are about twice as many male vice-principals as female. Of the males, 72.6 per cent earn \$51 000 or more, and 73.3 per cent of females are in that range. The median salary for both sexes falls in the \$51 000 to \$53 999 interval.
- The median salary for females employed as teachers, department heads, and “other” staff falls in a lower salary range than the median for males.
- There are almost three times as many female “regular” teachers as male. About 5.9 per cent of the men and 2.1 per cent of the women in this occupational category are found in the upper ranges of the salary distribution (\$51 000 and up). About 4 per cent of the men and about 9 per cent of the women are found in the lower ranges (\$26 999 or less). The median salary for male teachers falls somewhere in the \$45 000 to \$47 999 interval; the median salary for female teachers falls in the \$36 000 to \$38 999 interval.
- Nearly four times as many women as men hold positions as “other” teachers. About 14 per cent of the women and about 7 per cent of the men are found in the lower ranges of the salary distribution for the position, that is, under \$30 000. In contrast, about 9 per cent of the men and only 4 per cent of the women in this group are in the upper ranges of the salary distribution (\$51 000 or more). The medians fall in the \$39 000 to \$41 999 interval for women and in the \$45 000 to \$47 999 interval for men.

Figure 4 gives an overview of the salary distribution by sex of full-time elementary school staff.

Figure 4: Distribution by Sex, for Full-Time Elementary Educational Staff, 1987-88



Source: Affirmative Action Data Base, 1987.

Full-Time Secondary School Staff (Group 2)

Table 8 presents salary data for full-time educational staff in the publicly supported Ontario secondary school system. Note that Roman Catholic secondary staff for all grades are included in these figures. The following are selected highlights:

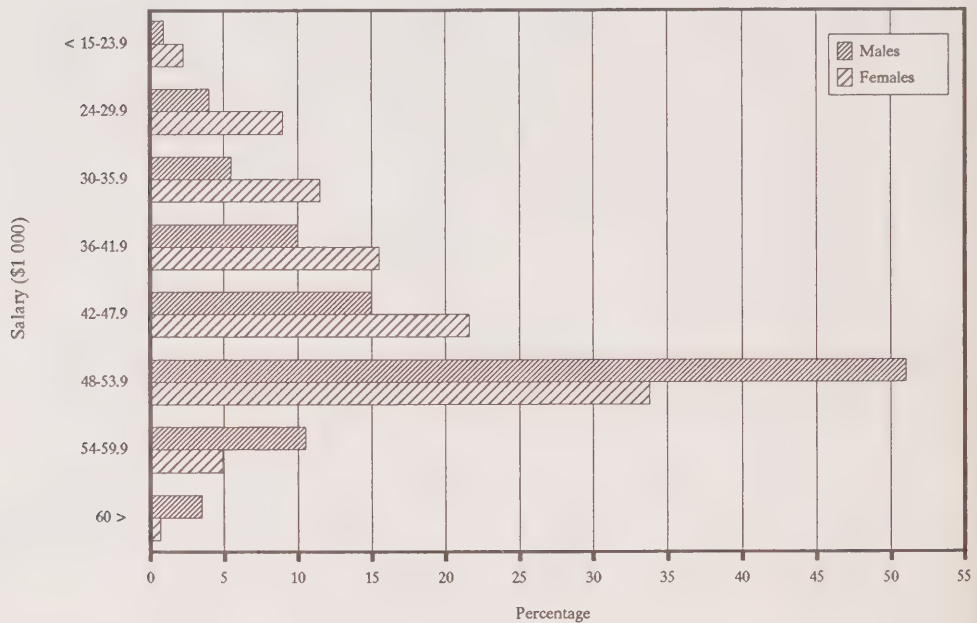
- There are almost twice as many men as women in the total secondary school educational staff. As was the case with the distribution of the total elementary school educational staff, a higher percentage of women (about 11 per cent) than men (about 4 per cent) earn salaries of less than \$30 000, and a higher percentage of men (about 14 per cent) than women (5.5 per cent) earn \$54 000 or more.
- The ratio of male principals to female principals is about 8:1. About 90 per cent of the male principals and about 77 per cent of the female principals earn \$60 000 or more. No principal, male or female, earns less than \$42 000.
- There are almost five male vice-principals for each female vice-principal. Of the male vice-principals, 30.6 per cent, compared to 41.9 per cent of female vice-principals, earn less than \$57 000. The median salary falls in the \$57 000 to \$59 999 interval for both sexes.
- There are almost three male department heads for each female department head. Even though the median salary for men and women in this group falls between \$51 000 and \$53 999, the percentage of female department heads (26.2 per cent) earning less than \$48 000 is almost two and a

half times the percentage of male department heads in this occupational category.

- There are 1.5 male “regular” teachers for each female “regular” teacher in Ontario’s secondary schools. About 13 per cent of the female teachers and about 6 per cent of the male teachers earn less than \$30 000. About 20 per cent of the male teachers and about 10 per cent of the female teachers are found at the upper end of the salary ranges (\$51 000 or more). The interval in which the median salary lies is \$48 000 to \$50 999 for males and \$42 000 to \$44 999 for females.

Figure 5 gives an overview of the salary distribution by sex of full-time secondary school staff.

Figure 5: Salary Distribution by Sex, for Full-Time Secondary Educational Staff, 1987-88



Source: Affirmative Action Data Base, 1987.

Table 2: Distribution of Full-Time Employees, by Sex, Within Occupational Category, September 30, 1987

Occupational Category	Provincial Distribution				Your Board's Distribution			
	Males	%	Females	%	Males	%	Females	%
Groups 1 and 1A								
Directors of Education	116	98.3	2	1.7				
Assistant Directors of Education	24	96.0	1	4.0				
Supervisory Officers	668	90.3	72	9.7				
Total (Group 1)	808		75					
Group 1A								
Consultant Staff	881	46.6	1 010	53.4				
Total (Groups 1 and 1A)	1 689		1 085					
Group 2^a								
Principals								
Elementary	3 112	82.6	654	17.4				
Secondary	664	88.8	84	11.2				
Vice-Principals								
Elementary	1 134	68.8	515	31.2				
Secondary	848	82.5	180	17.5				
Department Heads ^b								
Elementary	271	55.0	222	45.0				
Secondary	5 810	73.3	2 116	26.7				
Teachers ^b								
Elementary	13 101	25.7	37 817	74.3				
Secondary	16 912	59.7	11 404	40.3				
Other Teachers ^c								
Elementary	1 029	20.4	4 022	79.6				
Secondary	800	55.4	644	44.6				
Total (Group 2)	43 681		57 658					
Group 3								
Other Professional Staff ^d								
(non-teaching)	454	31.9	968	68.1				
Paraprofessionals								
Paid Teacher-Aides	263	6.3	3 938	93.7				
Technicians	531	74.3	184	25.7				
Other ^e	106	18.9	454	81.1				
Clerical and Secretarial	338	3.2	10 329	96.8				
Other Staff on Board's Payroll ^f								
Supervisory	1 737	75.6	561	24.4				
Non-Supervisory	13 749	85.1	2 407	14.9				
Total (Group 3)	17 178		18 841					
Total (Groups 1, 1A, 2, 3)	62 548		77 584					

Source: Affirmative Action Data Base, 1987.

Note: Included in this table are data on Roman Catholic secondary schools, Grades 9-13.

^a Figures for Group 2 may not be identical throughout the report because of the different approaches used to summarize the data.

^b Due to a major reclassification of department heads and teachers by one of the large boards, the data are not comparable with previous years.

^c Refers to school staff who have non-instructional duties, such as guidance personnel and librarians.

^d Includes personnel with professional qualifications providing educational services to students, such as psychologists, social workers, and attendance counsellors.

^e Includes such staff as chaplains, lifeguards, outdoor education staff, lunchroom supervisors, and nurses-aides.

^f Includes staff employed in public information, food services, plant operation and maintenance, and pupil transportation.

Table 3: Distribution of Full-Time Employees, by Sex, Within Major Occupational Groups and Across Major Occupational Groups, September 30, 1987

Occupational Group	Provincial Distribution				Your Board's Distribution			
	Males	%	Females	%	Males	%	Females	%
Groups 1 and 1A								
Directors of Education	116	6.9	2	0.2				
Assistant Directors of Education	24	1.4	1	0.1				
Supervisory Officers	668	39.6	72	6.6				
Total	808		75					
% of Grand Total in Group 1		1.3		0.1				
Group 1A								
Consultant Staff	881	52.2	1 010	93.1				
% of Grand Total in Group 1A		1.4		1.3				
Total Groups 1 and 1A	1 689	100.0	1 085	100.0				
% of Grand Total in Groups 1 and 1A		2.7		1.4				
Group 2^a								
Principals								
Elementary	3 112	7.1	654	1.1				
Secondary	664	1.5	84	0.1				
Vice-Principals								
Elementary	1 134	2.6	515	0.9				
Secondary	848	1.9	180	0.3				
Department Heads ^b								
Elementary	271	0.6	222	0.4				
Secondary	5 810	13.3	2 116	3.7				
Teachers ^b								
Elementary	13 101	30.0	37 817	65.6				
Secondary	16 912	38.7	11 404	19.8				
Other Teachers ^c								
Elementary	1 029	2.4	4 022	7.0				
Secondary	800	1.8	644	1.1				
Total	43 681	100.0	57 658	100.0				
% of Grand Total in Group 2		69.8		74.3				
Group 3								
Other Professional Staff ^d								
(non-teaching)	454	2.6	968	5.1				
Paraprofessionals								
Paid Teacher-Aides	263	1.5	3 938	20.9				
Technicians	531	3.1	184	1.0				
Other ^e	106	0.6	454	2.4				
Clerical and Secretarial	338	2.0	10 329	54.8				
Other Staff on Board's Payroll ^f								
Supervisory	1 737	10.1	561	3.0				
Non-Supervisory	13 749	80.0	2 407	12.8				
Total	17 178	100.0	18 841	100.0				
% of Grand Total in Group 3		27.5		24.3				
Total (Groups 1, 1A, 2, 3)	62 548		77 584					

Source: Affirmative Action Data Base, 1987.

Note: Included in this table are data on Roman Catholic secondary schools, Grades 9-13.

^a Figures for Group 2 may not be identical throughout the report because of the different approaches used to summarize the data.

^b Due to a major reclassification of department heads and teachers by one of the large boards, the data are not comparable with previous years.

^c Refers to school staff who have non-instructional duties, such as guidance personnel and librarians.

^d Includes personnel with professional qualifications providing educational services to students, such as psychologists, social workers, and attendance counsellors.

^e Includes such staff as chaplains, lifeguards, outdoor education staff, lunchroom supervisors, and nurses-aides.

^f Includes staff employed in public information, plant operation and maintenance, and pupil transportation.

Table 4: Male/Female Ratio for Group 3 Job Classifications

Job Classification	Ratio of Men to Women		
Overall (Group 3)	1.0	:	1.1
Other Professional Staff (non-teaching)	1.0	:	2.1
Other Paraprofessionals	1.0	:	4.3
Paid Teacher-Aides	1.0	:	15.0
Clerical and Secretarial	1.0	:	30.6
Technicians	2.9	:	1.0
Other Staff on Board's Payroll (supervisory)	3.1	:	1.0
Other Staff on Board's Payroll (non-supervisory)	5.7	:	1.0

Source: Affirmative Action Data Base, 1987.

Table 5: Distribution of Full-Time Board Employees Within Occupational Category, by Sex, September 30, 1987

Occupational Category	All-Male Staff		All-Female Staff		Male and Female Staff		Total Boards		Boards Employing Females	
	No.	%	No.	%	No.	%	No.	%	No.	%
Groups 1 and 1A										
Directors of Education	116	98.3	2	1.7	0	.0	118	100	2	1.7
Assistant Directors of Education	12	92.3	0	.0	1	7.7	13	100	1	7.7
Supervisory Officers	69	61.1	2	1.8	42	37.2	113	100	44	38.9
Group 1A										
Consultant Staff	9	8.0	13	11.5	91	80.5	113	100	104	92.0
Group 2^a										
Principals										
Elementary	37	21.8	13	7.6	120	70.6	170	100	133	78.2
Secondary	71	63.4	0	.0	41	36.6	112	100	41	36.6
Vice-Principals										
Elementary	26	22.4	3	2.6	87	75.0	116	100	90	77.6
Secondary	46	42.6	0	.0	62	57.4	108	100	62	57.4
Department Heads ^b										
Elementary	4	16.0	8	32.0	13	52.0	25	100	21	84.0
Secondary	8	7.3	0	.0	101	92.7	109	100	101	92.7
Teachers ^b										
Elementary	1	.6	12	7.2	153	92.2	166	100	165	99.4
Secondary	0	.0	0	.0	117	100.0	117	100	117	100.0
Other Teachers ^c										
Elementary	2	1.4	25	18.1	111	80.4	138	100	136	98.6
Secondary	14	14.0	6	6.0	80	80.0	100	100	86	86.0
Group 3										
Other Professional Staff ^d										
(non-teaching)	13	12.0	23	21.3	72	66.7	108	100	95	88.0
Paraprofessionals										
Paid Teacher-Aides	1	.8	66	51.6	61	47.7	128	100	127	99.2
Technicians	46	43.8	13	12.4	46	43.8	105	100	59	56.2
Other ^e	4	7.3	28	50.9	23	41.8	55	100	51	92.7
Clerical and Secretarial	0	.0	103	70.1	44	29.9	147	100	147	100.0
Other Staff on Board's Payroll ^f										
Supervisory	44	32.1	3	2.2	90	65.7	137	100	93	67.9
Non-Supervisory	15	10.3	11	7.6	119	82.1	145	100	130	89.7

Source: Affirmative Action Data Base, 1987.

Note: Included in this table are data on Roman Catholic secondary schools, Grades 9-13.

^a Figures for Group 2 may not be identical throughout the report because of the different approaches used to summarize the data.

^b Due to a major reclassification of department heads and teachers by one of the large boards, the data are not comparable with previous years.

^c Refers to school staff who have non-instructional duties, such as guidance personnel and librarians.

^d Includes personnel with professional qualifications providing educational services to students, such as psychologists, social workers, and attendance counsellors.

^e Includes such staff as chaplains, lifeguards, outdoor education staff, lunchroom supervisors, and nurses-aides.

^f Includes staff employed in public information, food services, plant operation and maintenance, and pupil transportation.

Table 6: Full-Time Board and School Personnel, by Sex, Salary Range, and Type of Duty, 1987-88 (Groups 1 and 1A)

Salary Intervals	Directors and Assistant Directors of Education ^a				Group 1				Group 1A				Total (Groups 1 and 1A)			
	Men		Women		Supervisory Officers		Total (Group 1)		Consultants		Total (Groups 1 and 1A)		Men		Women	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
<30 000																
30 000 - 32 999					1	0.1	1	0.1			2	0.2	2	0.1	8	0.7
33 000 - 35 999											1	0.1	2	0.1	11	1.0
36 000 - 38 999					1	0.1	1	0.1			3	0.3	3	0.2	10	0.9
39 000 - 41 999											10	1.1	25	2.5	25	2.3
42 000 - 44 999					3	0.4	3	0.4			12	1.4	42	4.2	42	3.9
45 000 - 47 999											21	2.4	53	5.2	53	4.9
48 000 - 50 999							1	1.4			57	6.5	122	12.1	123	11.3
51 000 - 53 999					2	0.3	2	0.2			146	16.6	279	27.6	279	25.7
54 000 - 56 999					6	0.9	6	0.7	1	1.3	201	22.8	218	21.6	219	20.2
57 000 - 59 999					4	0.6	4	0.5			220	25.0	148	14.7	224	20.2
60 000 - 62 999	1	0.7			8	1.2	8	1.0			116	13.2	68	6.7	124	11.3
63 000 - 65 999	2	1.4			10	1.5	11	1.4			51	5.8	13	1.3	62	5.7
66 000 - 68 999	3	2.1			25	3.7	27	3.3			22	2.5	7	0.7	49	4.5
69 000 - 71 999	7	5.0			66	9.9	69	8.5			13	1.7	1	0.1	84	7.7
72 000 - 74 999	12	8.6			116	17.4	123	15.2			9	1.0	1	0.1	126	11.6
75 000 - 77 999	17	12.1	1	33.3	167	25.0	179	22.2			14	1.8	4	0.4	179	16.6
78 000 - 80 999	22	15.7			94	14.1	111	13.7			7	0.9			111	10.3
81 000 - 83 999	20	14.3			64	9.6	86	10.6			7	0.9			87	8.0
84 000 >	56	40.0	2	66.7	58	8.7	78	9.7			9	1.1			78	7.2
Total	140	100	3	100	668	100	808	100	75	100	881	100.0	1 010	100	1 085	100
																2 774

Source: Affirmative Action Data Base, 1987.

^a In this table only, the positions of director and assistant director have been collapsed to maintain confidentiality.

Table 6B: Full-Time Board and School Personnel, by Sex, Salary Range, and Type of Duty, 1987-88 (Group 3)

Salary Intervals	Other Professional Staff ^a (Non-Teaching)				Paid Teacher-Aides				Technicians				Other Paraprofessionals ^b			
	Men		Women		Men		Women		Men		Women		Men		Women	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
< 9 000	1	0.2	2	0.2	5	1.9	115	2.9			1	0.5			2	0.4
9 000 - 11 999			2	0.2	9	3.4	388	9.9			2	1.1			5	1.1
12 000 - 14 999			3	0.3	74	28.1	794	20.2	2	0.4	1	0.5	2	1.9	31	6.8
15 000 - 17 999	2	0.4	18	1.9	97	36.9	1 393	35.4	5	0.9	23	12.5	18	17.0	105	23.1
18 000 - 20 999	4	0.9	37	3.8	56	21.3	664	16.9	38	7.2	62	33.7	18	17.0	157	34.6
21 000 - 23 999	11	2.4	51	5.3	15	5.7	511	13.0	235	44.3	70	38.0	38	35.8	82	18.1
24 000 - 26 999	10	2.2	68	7.0	7	2.7	64	1.6	107	20.2	14	7.6	13	12.3	43	9.5
27 000 - 29 999	39	8.6	121	12.5			7	0.2	93	17.5	9	4.9	10	9.4	9	2.0
30 000 - 32 999	41	9.0	102	10.5			1	0.0	34	6.4	2	1.1	5	4.7	7	1.5
33 000 - 35 999	35	7.7	89	9.2					8	1.5					9	2.0
36 000 - 38 999	33	7.3	101	10.4			1	0.0	4	0.8			1	0.9	1	0.2
39 000 - 41 999	45	9.9	96	9.9					4	0.8			1	0.9	1	0.2
42 000 - 44 999	26	5.7	63	6.5					4	0.8						
45 000 - 47 999	57	12.6	121	12.5												
48 000 - 50 999	60	13.2	50	5.2												
51 000 - 53 999	55	12.1	22	2.3												
54 000 - 56 999	13	2.9	10	1.0												
57 000 - 59 999	13	2.9	8	0.8												
60 000 >	9	2.0	4	0.4					1	0.2					2	0.4
Total	454	100	968	100	263	100	3 938	100	531	100	184	100	106	100	454	100

Source: Affirmative Action Data Base, 1987.

^a Includes personnel with professional qualifications providing educational services to students, such as psychologists, social workers, and attendance counsellors.^b Includes such staff as chaplains, lifeguards, outdoor education staff, lunchroom supervisors, and nurse-aides.

Table 6B (continued)

Salary Intervals	Other Staff on Board's Payroll ^c													
	Non-Supervisory				Supervisory				Clerical and Secretarial				Total	
	No.	Men %	No.	Women %	No.	Men %	No.	Women %	No.	Men %	No.	Women %	No.	Women %
< 9 000	24	0.2	83	3.4	1	0.2		6	0.1	30	0.2	209	1.1	239
9 000 - 11 999	24	0.2	43	1.8			34	0.3		33	0.2	474	2.5	507
12 000 - 14 999	139	1.0	116	4.8	4	0.7	2	0.6	395	3.8	221	1 344	7.1	1 565
15 000 - 17 999	108	0.8	414	17.2	18	3.2	28	8.3	2 334	22.6	258	4 305	22.8	4 563
18 000 - 20 999	781	5.7	404	16.8	4	0.7	83	24.6	3 730	36.1	990	5 058	26.8	6 048
21 000 - 23 999	3 859	28.1	690	28.7	37	6.6	90	26.6	2 582	25.0	4 347	4 023	21.4	8 370
24 000 - 26 999	5 104	37.1	349	14.5	61	10.9	33	9.8	772	7.5	5 460	1 371	7.3	6 831
27 000 - 29 999	2 297	16.7	117	4.9	92	16.4	65	19.2	391	3.8	2 641	746	4.0	3 387
30 000 - 32 999	392	2.9	91	3.8	99	17.6	27	8.0	65	0.6	656	367	1.9	1 023
33 000 - 35 999	426	3.1	42	1.7	72	12.8	8	2.4	19	0.2	711	231	1.2	942
36 000 - 38 999	356	2.6	22	0.9	58	10.3			1	0.0	573	184	1.0	757
39 000 - 41 999	148	1.1	17	0.7	45	8.0	1	0.3			406	159	0.8	565
42 000 - 44 999	43	0.3	3	0.1	21	3.7	1	0.3			173	87	0.5	260
45 000 - 47 999	15	0.1	6	0.2	21	3.7					208	148	0.8	356
48 000 - 50 999	13	0.1	3	0.1	10	1.8					142	63	0.3	205
51 000 - 53 999	2	0.0	5	0.2	3	0.5					93	32	0.2	125
54 000 - 56 999	5	0.0	2	0.1	6	1.1					73	18	0.1	91
57 000 - 59 999	10	0.1			1	0.2					74	9	0.0	83
60 000 >	3	0.0			8	1.4					88	12	0.1	100
Total	13 749	100	2 407	100	561	100	1 737	100	338	100	17 178	18 841	100	36 019

^c Includes staff employed in public information, food services, plant operation and maintenance, and pupil transportation.

Table 7: Full-Time Elementary School Educational Staff, by Sex, Salary Range, and Type of Duty, 1987-88 (Group 2)

Salary Intervals	Principals				Vice-Principals				Department Heads ^a				
	No.	Men %	No.	Women %	No.	Men %	No.	Women %	No.	Men %	No.	Women %	
< 15 000			1	0.2									
15 000 - 17 999													
18 000 - 20 999													
21 000 - 23 999													
24 000 - 26 999			1	0.2			1	0.2		1	0.5	1	0.9
27 000 - 29 999			1	0.2			4	0.8		1	0.5	1	0.9
30 000 - 32 999			4	0.7			1	0.2		3	1.6	4	3.5
33 000 - 35 999			2	0.3			2	0.4				5	4.4
36 000 - 38 999	3	0.1					2	0.2				8	7.0
39 000 - 41 999	1	0.0	4	0.7			6	0.5		3	1.6	10	8.8
42 000 - 44 999	6	0.2	6	1.0			7	0.6		10	5.3	12	10.5
45 000 - 47 999	17	0.6	8	1.3			36	3.2		18	9.6	7	4.4
48 000 - 50 999	32	1.1	12	2.0			72	6.4		39	20.7	10	8.8
51 000 - 53 999	71	2.3	23	3.8			182	16.3		105	55.9	53	46.5
54 000 - 56 999	196	6.5	64	10.6			383	34.2		1	0.5	1	0.9
57 000 - 59 999	489	16.2	127	21.0			403	36.0					
60 000 - 62 999	916	30.3	165	27.2			19	1.7					
63 000 - 65 999	602	19.9	79	13.0			5	0.4					
66 000 >	547	18.1	89	14.7									
Not reported	136	4.5	18	3.0									
	7	0.2	2	0.3			5	0.4				4	3.5
Total	3 023	100.0	606	100.0	1 120	100.0	188	100.0	502	100.0	114	100.0	

Source: Affirmative Action Data Base, 1987.

Note: "Educational Staff" refers to principals, vice-principals, department heads, regular classroom teachers, and others. In part 2, section 2.5, commentary on salaries under Table 7 highlights excludes the category "not reported".

^a 76 males and 102 females were classified by one of the large school boards as teachers rather than as department heads; data are therefore not comparable with those of previous years.

Table 7 (continued)

Salary Intervals	Regular Teachers ^a				Other ^b				Total			
	Men No.	Men %	Women No.	Women %	Men No.	Men %	Women No.	Women %	Men No.	Men %	Women No.	Women %
< 15 000	10	0.1	71	0.2			6	0.2	10	0.1	78	0.2
15 000 - 17 999	7	0.1	81	0.2			9	0.2	7	0.0	90	0.2
18 000 - 20 999	15	0.1	112	0.3	1	0.1	16	0.4	16	0.1	128	0.3
21 000 - 23 999	134	1.1	678	1.9	13	1.3	67	1.7	148	0.8	745	1.8
24 000 - 26 999	317	2.6	2 160	6.1	28	2.8	163	4.2	346	2.0	2 326	5.7
27 000 - 29 999	488	4.0	3 325	9.3	25	2.5	288	7.3	513	2.9	3 619	8.9
30 000 - 32 999	574	4.7	3 918	11.0	45	4.5	317	8.1	622	3.6	4 244	10.4
33 000 - 35 999	615	5.1	4 222	11.9	55	5.5	480	12.2	675	3.9	4 711	11.6
36 000 - 38 999	595	4.9	2 755	7.7	59	5.9	337	8.6	664	3.8	3 112	7.6
39 000 - 41 999	1 356	11.1	3 580	10.1	74	7.4	292	7.4	1 453	8.3	3 898	9.6
42 000 - 44 999	1 485	12.2	3 599	10.1	75	7.5	318	8.1	1 631	9.3	3 949	9.7
45 000 - 47 999	2 364	19.4	5 303	14.9	198	19.9	684	17.4	2 673	15.3	6 024	14.8
48 000 - 50 999	3 487	28.7	4 217	11.9	326	32.8	709	18.1	4 105	23.5	5 034	12.4
51 000 - 53 999	697	5.7	723	2.0	79	7.9	156	4.0	1 460	8.3	1 182	2.9
54 000 - 56 999	17	0.1	7	0.0	4	0.4	4	0.1	914	5.2	314	0.8
57 000 - 59 999	1	0.0	1	0.0	1	0.1			937	5.4	170	0.4
60 000 - 62 999	1	0.0			1	0.1			609	3.5	79	0.2
63 000 - 65 999					1	0.1			548	3.1	89	0.2
66 000 >	1	0.0	1	0.0					137	0.8	19	0.0
Not reported	7	0.1	820	2.3	10	1.0	80	2.0	24	0.1	910	2.2
Total	12 171	100	35 573	100	995	100	3 926	100	17 497	100	40 721	100
												58 218

^a 76 males and 102 females were classified by one of the large school boards as teachers rather than as department heads; data are therefore not comparable with those of previous years.

^b The category "Other" refers to staff with non-instructional duties, e.g., librarians and guidance personnel.

Table 8: Full-Time Secondary School Educational Staff, by Sex, Salary Range, and Type of Duty, 1987-88 (Group 2)

Salary Intervals	Principals		Vice-Principals		Department Heads ^a	
	No.	Men %	No.	Men %	No.	Men %
< 15 000						
15 000 - 17 999					1	0.0
18 000 - 20 999					1	0.0
21 000 - 23 999					1	0.0
24 000 - 26 999					7	0.1
27 000 - 29 999					11	0.2
30 000 - 32 999					10	0.2
33 000 - 35 999					26	0.5
36 000 - 38 999					49	0.9
39 000 - 41 999					94	1.7
42 000 - 44 999					200	3.5
45 000 - 47 999	1	0.2			198	3.5
48 000 - 50 999	4	0.6			632	11.1
51 000 - 53 999	5	0.8			2 530	44.6
54 000 - 56 999	7	1.1			1 862	32.8
57 000 - 59 999	41	6.6			12	0.2
60 000 - 62 999	47	7.6				
63 000 - 65 999	136	22.0				
66 000 >	373	60.4				
Not reported	4	0.6				
Total	618	100	77	100	848	100
					180	100
					5 671	100
					2 059	100

Source: Affirmative Action Data Base, 1987.

Note: "Educational Staff" refers to principals, vice-principals, department heads, regular classroom teachers, and others. In part 2, section 2.5, commentary on salaries under Table 8 highlights excludes the category "not reported".

^a 139 males and 57 females were classified by one of the large school boards as teachers rather than as department heads; data are therefore not comparable with those of previous years.

Table 8 (continued)

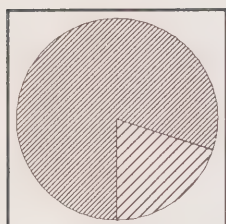
Salary Intervals	Regular Teachers ^a				Other ^b				Total ^c			
	Men No.	%	No.	Women %	Men No.	%	No.	Women %	Men No.	%	No.	Women %
< 15 000	16	0.1	16	0.1	1	0.1	18		16	0.1	16	0.1
15 000 - 17 999	4	0.0	7	0.1			5		7	0.0	7	0.0
18 000 - 20 999	11	0.1	40	0.4			11		40	0.0	40	0.3
21 000 - 23 999	149	0.9	207	1.8	3	0.4	153	0.8	210	0.6	210	1.5
24 000 - 26 999	342	2.0	442	3.9	4	0.5	353	5	451	1.4	451	3.2
27 000 - 29 999	538	3.2	737	6.5	5	0.6	554	2.3	762	2.2	762	5.3
30 000 - 32 999	641	3.8	781	6.9	8	1.0	659	2.2	807	2.7	807	5.7
33 000 - 35 999	571	3.4	715	6.3	7	0.9	604	2.5	751	2.4	751	5.3
36 000 - 38 999	625	3.7	691	6.1	15	1.9	689	4.2	765	2.8	765	5.4
39 000 - 41 999	1 625	9.6	1 241	11.0	30	3.8	1 752	8.5	1 386	7.1	1 386	9.7
42 000 - 44 999	1 393	8.3	1 247	11.0	42	5.3	1 642	8.4	1 459	6.6	1 459	10.2
45 000 - 47 999	1 778	10.5	1 330	11.8	64	8.0	2 048	13.2	1 600	8.3	1 600	11.2
48 000 - 50 999	5 607	33.2	2 331	20.6	237	29.6	6 502	26.9	2 826	26.2	2 826	19.8
51 000 - 53 999	3 216	19.1	1 084	9.6	329	41.1	6 127	25.3	1 969	24.7	1 969	13.8
54 000 - 56 999	149	0.9	45	0.4	39	4.9	2 229	3.1	575	9.0	575	4.0
57 000 - 59 999	4	0.0			4	0.5	361	0.3	83	1.5	83	0.6
60 000 - 62 999	3	0.0					329		49	1.3	49	0.3
63 000 - 65 999			1				142	0.2	22	0.7	22	0.2
66 000 >	1	0.0	380	0.0			375	0.2	29	1.5	29	0.2
Not reported	201	1.2		3.4	12	1.5	258	2.0	448	1.0	448	3.1
Total	16 874	100	11 295	100	800	100	24 811	100	14 255	100	14 255	100

^a 139 males and 57 females were classified by one of the large school boards as teachers rather than as department heads; data are therefore not comparable with those of previous years.

^b The category "Other" refers to staff with non-instructional duties, e.g., librarians and guidance personnel.

^c Includes Roman Catholic secondary schools, Grades 9-13.

3. The Affirmative Action/ Employment Equity Incentive Fund Program



*Since 1985, 102 boards (80%)
have participated in the fund
for at least one year.*

On December 3, 1984 the Minister of Education, Bette Stephenson, announced that the Ministry of Education, in co-operation with the Ontario Women's Directorate, would be making available to school boards an affirmative action/employment equity incentive fund. The fund was designed to assist boards in developing and implementing an effective, results-oriented affirmative action/employment equity program to raise and diversify the occupational distribution of women employees.

Funds have been made available to Ontario school boards since 1985 and will continue to be made available until 1989. Boards may access a maximum of \$51 000 in any three years between 1985 and 1989.

Just as the Ontario Women's Directorate has offered incentive funds to school boards through the Ministry of Education, so have they made funds available to other organizations in the broader public sector. School boards have the largest grant take-up (at over \$4 million as of December 1988) as compared to other organizations in the broader public sector.

As stated in Policy/Program Memorandum No. 92 (December 1986), it is anticipated that by the end of the incentive fund period, school boards should be able to demonstrate evidence of significant progress towards the achievement of an environment that exemplifies sex equity.

3.1 Grants and Criteria

Two grants, the One-Time Special Grant and the Program Development Grant, are offered through the incentive fund. Boards are encouraged to apply for both grants.

One-Time Special Grant	Maximum \$ 3 000
Program Development Grant	Maximum \$20 000 (Year 1)
	Maximum \$18 000 (Year 2)
	Maximum \$10 000 (Year 3)

Total Possible Grant	Maximum \$51 000
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Program Development Grants are limited to a maximum of 75 per cent of the total costs of the approved initiatives to be undertaken by the board. All monies received from the fund are subject to audit by the provincial auditor and the Ministry of Education.

Board programs are expected to include special measures and initiatives for female employees as part of a results-oriented program with goals and timetables. To be eligible for a grant, a board must either:

- formally adopt an affirmative action/employment equity policy for all female employees of the board, teaching and non-teaching; or
- include special measures and initiatives for all female employees (both teaching and non-teaching staff) as part of a formally adopted equal opportunity policy for all employees.

3.2 Administration

The Equal Opportunity/Affirmative Action Unit is responsible for administering the Affirmative Action/Employment Equity Incentive Fund Program. The unit provides provincial co-ordination for the program, in co-operation with the Ontario Women's Directorate, to ensure consistency throughout the broader public sector.

Designated education officers within each of the ministry's six regional offices play a key role in the administration of the incentive fund program by providing liaison between the school boards and the Equal Opportunity/Affirmative Action Unit.

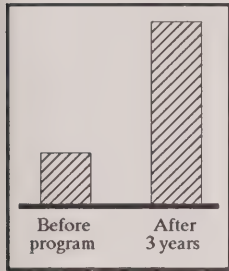
School boards that receive grants from the Affirmative Action/Employment Equity Incentive Fund are monitored through an annual process by a review committee. The committee includes representatives from the Ontario Women's Directorate, Ministry of Education regional offices, and the Equal Opportunity/Affirmative Action Unit.

Before the end of each calendar year, school boards across Ontario are sent copies of the Affirmative Action/Employment Equity Incentive Fund proposal applications and guidelines, and year-end report forms. Each proposal is reviewed in detail for congruence with the eligibility criteria. Boards already participating in the fund are required to complete an extensive year-end report. The report is reviewed in detail for consistency with the school board's original approved proposal application, for accuracy and completeness of the financial statement, and for implementation of the approved initiatives. It is not unusual for the review committee to request further information, clarification, and modification of a school board's application and/or year-end report before approving the document; in some cases proposals are not approved and funding is not granted.

Approved activities include special measures and initiatives for women employees, awareness sessions, communications programs, review and revision of employment systems, and various policy and program initiatives.

3.3 School Board Participation

The 1988 review process brought in 11 first-time and 40 continuing school boards. Original estimates were that 126 school boards were likely to participate; this number excludes very small boards, isolate boards, Canadian Forces boards, and treatment centres.



Before the Affirmative Action/Employment Equity Incentive Fund program was initiated, only 28 school boards had affirmative action/employment equity policies and/or programs. After three years of the incentive fund program, this number increased to 96.

Since 1985, 102 boards (80 per cent of the boards *likely* to participate) have participated in the fund for at least one year, and \$4 020 014.79 has been provided to the boards in the form of grants during the 1985, 1986, 1987, and 1988 funding periods. During the 1988 review process 81 year-end reports were reviewed and approved; 57 proposal applications were reviewed, 51 of which were approved for funding, totalling \$788 213 in grants. Appendix A to this report summarizes the funds allocated to participating boards by region; Table 9 charts the participation in the incentive fund by year.

Table 9: Affirmative Action/Employment Equity Incentive Fund: School Board Participation, 1985-88

Region	Year				Total Boards in the Fund ^c	
	1985	1986	1987 ^a	1988 ^b	No.	%
Central	20	34	38	18	40	91
Eastern	10	13	26	7	17	100
Midnorthern	3	5	3	4	7	50
Northeastern	7	9	8	9	15	88
Northwestern	2	4	3	4	6	40
Western	8	13	11	9	17	81
Totals	50	78	79	51	102	80

Source: Human Resources Branch, Ontario Ministry of Education, 1988.

^a Forty-one school boards completed their final year of eligibility in 1987.

^b Seventeen school boards completed their final year of eligibility in 1988.

^c Based on 126 boards; excludes boards such as very small boards and boards that do not operate schools.

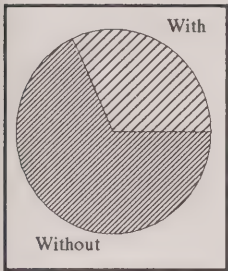
3.4 Boards in the Final Year of Funding

By December 1987, 41 boards had reached their maximum eligibility in the incentive fund program. Appendix C highlights some of the accomplishments achieved through the course of the incentive fund.

It is anticipated that, despite the termination of the incentive funding, the boards will continue with the implementation of affirmative action/employment equity initiatives. Eighty-five per cent of the boards reported through the 1987 year-end reports that their program would continue, 10 per cent indicated that the decision was still under review, 2.5 per cent decided against continuing the program, and 2.5 per cent did not answer the question.

December 1988 brings another 17 boards in the incentive fund to their maximum eligibility.

4. School Board Initiatives and Results



Despite the need for a co-ordinator to develop and implement the affirmative action/employment equity plan, only 32 per cent, or 25 out of 77 boards in the incentive fund in 1987 have a permanent position allocated.

Each board's approach to affirmative action/employment equity is unique, as each organization must tailor its affirmative action/employment equity plan to its particular needs and circumstances. Most affirmative action/employment equity programs, however, incorporate the following elements:

- Policy statement
- Affirmative action/employment equity committee
- Affirmative action/employment equity co-ordinator
- Action plan with goals and timetables

Ontario school boards report in two ways on their affirmative action/employment equity initiatives for women employees: in an affirmative action section of the September Board Report (all boards); and through the Affirmative Action/Employment Equity Incentive Fund year-end reports (boards participating in the incentive fund program). Information in this section of the report has been extracted from these two sources.

4.1 Policy Statements

To participate in the Affirmative Action/Employment Equity Incentive Fund program, school boards must publicly demonstrate their commitment to affirmative action/employment equity for women by adopting an affirmative action/employment equity policy. A policy statement might read as follows:

In demonstrating its commitment to achieving equal employment opportunity, the board hereby undertakes a program of affirmative action/employment equity for its women employees in order to diversify their occupational distribution within the system and to eliminate barriers to their full and equal participation in employment.

Table 10 shows the number of boards by board size that adopted affirmative action policies for women employees or equal opportunity policies with special measures for women employees prior to 1985, and in 1985, 1986, and 1987. Across the province there has been approximately a 10 per cent increase in the number of boards that have adopted affirmative action/employment equity policies for women employees from 1986 to 1987.

Of the 126 boards considered most likely to participate in the incentive fund, 49 have 400 or fewer employees; 31 have 401 to 1 000 employees; and 46 have 1 001 or more employees. Table 11 shows the percentage of boards considered likely to participate in the incentive fund that have adopted affirmative action policies for women employees, or adopted equal opportunity policies with special measures for women employees.

Table 10: Affirmative Action/Employment Equity Policies Adopted, By Board Size

Year Affirmative Action/Employment Equity Policy Adopted	Board Size (no. of employees)			Total
	Up to 400	401 to 1 000	1 001 or more	
1975-84	5	3	14	22
1985	18	18	12	48
1986	7	4	8	19
1987	1	2	4	7
Total	31	27	38	96

Source: September Board Report, 1987.

Table 11: Boards With Affirmative Action/Employment Equity Policies That Are Likely to Participate in the Incentive Fund

Year	Board Size (no. of employees)			Total
	Up to 400	401 to 1 000	1 001 or more	
1986	53%	77%	73%	66%
1987	63%	87%	83%	76%

Source: September Board Report, 1987.

Not only is it imperative that a board publicly adopt an affirmative action/employment equity policy to raise and diversify the occupational distribution of women employees, but it is also crucial to the success of an affirmative action/employment equity program that this policy be widely communicated to help ensure achievement of progress regarding the status of women employees in the educational system. Table 12 shows the policy implementation activity as reported in the 77 board incentive fund year-end reports analysed by the Ministry of Education.

Table 12: Selected Implementation Activities, 1987

Implementation Activity	No. of Boards
Communication of policy to all staff	71
Awareness sessions conducted for trustees	61
Awareness sessions conducted for management	55
Affirmative action/employment equity committee established	70
Long- and short-term goals established	47
Production of affirmative action/employment equity resource materials	40

Source: Affirmative Action/Employment Equity Incentive Fund Year-End Reports, 1987.

4.2 Affirmative Action/Employment Equity Committees

Many school boards that have implemented affirmative action/employment equity programs have found it useful and effective to establish an affirmative action/employment equity committee to advise on issues related to the status of women employees. Representation on such committees usually includes individuals from all functional areas within the board, including teaching and non-teaching staff. The affirmative action/employment equity co-ordinator, who is responsible for the co-ordination of affirmative action/employment equity activities, is usually a key member of this committee.

Data from 77 of the 78 boards participating in the incentive fund program in 1987 have been analysed by the ministry. Seventy of the reporting boards, or 91 per cent, indicated that an affirmative action/employment equity committee has been established. Of the boards with established committees, 66, or 94 per cent, report that representatives from all employee groups are included.

Forty-five, or 61 per cent, of the committees provide regular reports to the director of education; 44, or 59 per cent, also provide regular reports to the board of trustees.

4.3 Affirmative Action/Employment Equity Co-ordinator Positions

The development and implementation of an affirmative action/employment equity plan usually requires the appointment of a co-ordinator who has at her or his disposal the time, staff, and financial resources needed to plan, develop, co-ordinate, monitor, and evaluate the board's affirmative action/employment equity program. The co-ordinator, who, in the ideal, is accountable to the director of education, maintains active liaison with appropriate committees, employee groups, and senior school board officials.

In September 1986 there were 68 boards employing either a full- or part-time affirmative action/employment equity co-ordinator. In 1987 the total number of co-ordinators in boards increased to 77.

Table 13 shows the breakdown of co-ordinator positions by region.

Table 13: Co-ordinator Positions, by Region

Region	Full-Time Positions	Part-Time Positions	Total
Central	14	25	39
Eastern	5	8	13
Midnorthern	1	2	3
Northeastern	0	6	6
Northwestern	2	2	4
Western	4	8	12
Total	26	51	77

Source: September Board Report, 1987.

Of the valid responses analysed from 77 of the 78 boards participating in the incentive fund in 1987, 43 or 58 per cent of the co-ordinators reported directly to the director of education, while 31 or 42 per cent reported to staff other than the director.

4.4 Action Plans

Before developing a plan of action, a board may find it useful to collect all the necessary data and to review employment-related policies and procedures to identify areas where change may be needed.

Upon completion of the data analysis and policy review, the board develops a detailed plan aimed at achieving equal employment opportunity. Results-oriented goals and timetables are established with respect to the hiring, training, development, and promotion of women.

As part of the goal setting, a board may develop a specific numerical targeting model for the hiring and promotion of women. Targets are based on such factors as anticipated turnover, expansion or contraction of the work force, availability of personnel with the required skills, and the possibility of on-the-job training. These goals are not quotas but rather are kept flexible and are reviewed and revised annually. Longer-range goals and timetables may also be set. In Policy/Program Memorandum No. 92 (December 1986), the Minister of Education requested that all Ontario school boards set the goal of raising and diversifying the occupational distribution of women to a minimum of 30 per cent in all occupational categories by the year 2000.

To date, only 17 or 24 per cent of the boards in the incentive fund have implemented an affirmative action/employment equity plan that includes the objective of at least 30 per cent female representation in all job categories, as requested in that memorandum.

As well as including program goals and timetables, the action plan should also indicate strategies for evaluating and monitoring the progress of the board's affirmative action/employment equity program. Fifty-one boards in the incentive fund, or 66 per cent, have developed formal affirmative action/employment equity plans with goals and timelines. Twenty-six, or 34 per cent, have yet to do so.

Some of the planned activities to help raise and diversify the occupational distribution of women employees might include an active search for women for job areas where they are underrepresented, provision of awareness sessions for all employees, and special training and development programs for women employees.

In the 1987 calendar year, with grants from the Affirmative Action/Employment Equity Incentive Fund, Ontario school boards were able to achieve many of the strategies outlined in their action plans. Table 14 identifies some of the activities undertaken by boards in 1987, as reported in the 77 incentive fund year-end reports.

Table 14: Selected Board Planning Activities, 1987

Planning Activity	No. of Boards Involved		
	Completed	In Progress	Total
Analysis by sex of board workforce	68	9	77
Data collection on job applications	22	27	49
Vacancy projections	35	23	58
Identification of qualified female resource pools	23	34	57
Attitudinal survey	40	7	47
Revision of selection criteria	19	40	59
Establishment of individual school plans	13	35	48
Establishment of numerical planning targets	4	8	12

Source: Affirmative Action/Employment Equity Incentive Fund Year-End Reports, 1987.



5. Equal Opportunity/ Affirmative Action Unit Initiatives

In addition to managing the affirmative action/employment equity program, the Equal Opportunity/Affirmative Action Unit undertakes several other policy and program initiatives to help improve the status of women in education. This is often done in co-operation with the various branches of the Ministry of Education and with other ministries and agencies. The year 1988 proved to be a productive one in establishing new initiatives and enhancing existing activities. Described below are some of the year's accomplishments.

5.1 Data Collection Project

As part of the overall provincial data collection related to affirmative action/employment equity for women, the Ministry of Education and other ministries that administer incentive funds for broader public sector organizations (colleges, hospitals, municipalities, school boards, and universities) agreed to work with the Ontario Women's Directorate to collect similar information on job competitions and on staff training and development. The Equal Opportunity/Affirmative Action Unit worked with the ministry's Statistical Information Services Unit in the Policy Analysis and Research Branch to develop the data collection format for school boards.

School boards were asked to provide the data in new sections of the September Board Report beginning in the fall of 1988, after the sections were field-tested with various boards during March 1988. It is anticipated that school boards will be able to use the data to monitor and evaluate their programs for women and to identify systemic barriers if these exist.

The information is collected by sex and includes data on the number of applicants, the number interviewed, and the number appointed. Boards that use an eligibility list or short list are also being asked to provide that information. This section was optional in September 1988; it is expected to become mandatory in September 1989.

The section on staff training and development includes data on the amount of money boards allocate to female and male employees for training. This section was also optional in September 1988 and is expected to become mandatory by September 1990.

5.2 New Resources

The Equal Opportunity/Affirmative Action Unit released two new resources this year. In September 1987 a survey was sent to all school boards in Ontario seeking information on the affirmative action/employment equity

resource materials and policies they had developed. The survey results were compiled and released in the *Directory of School Board Affirmative Action/Employment Equity Resource Materials* and distributed across the province.

School Board Network Newslines is another new resource produced by the Equal Opportunity/Affirmative Action Unit. Published three times annually, the newsletter highlights developments in affirmative action/employment equity within the educational system and includes reports on special events, new program initiatives, and achievements by the many people involved in working toward an educational environment that exemplifies sex equity.

5.3 Networks

Both public and private sector organizations frequently engage in affirmative action/employment equity network meetings. Cross-sector networks, regional networks, and the provincial Affirmative Action/Employment Equity School Board Network hold regular meetings throughout Ontario.

Cross-sector networks are attended by affirmative action/employment equity personnel from colleges, hospitals, municipalities, school boards, universities, and government offices in a given region. The provincial Affirmative Action/Employment Equity School Board Network participants include staff from school board affirmative action/employment equity programs, the Ontario Women's Directorate, and the Ministry of Education. Meetings are hosted on a rotating basis by one or more boards within a region and are facilitated by staff from the Ontario Women's Directorate and the Equal Opportunity/Affirmative Action Unit, together with designated education officers from each of the ministry's six regional offices.

Regional school board networks are co-ordinated by the education officer in each of the six regional ministry offices to meet the specific needs of the employment equity practitioners in their areas.

School Board Network

Meetings of the Affirmative Action/Employment Equity School Board Network are held three times a year. As part of the government's support for the initiatives underway in the educational system, the spring 1988 meeting was hosted in Toronto by the Ministry of Education and the Ontario Women's Directorate. More than 150 affirmative action/employment equity practitioners, school board directors, trustees, Ministry of Education staff, and Ontario Women's Directorate staff, participated in the two-and-a-half-day session, entitled "What's Equality? Yesterday, Today and Tomorrow."

Highlights of the meeting included dialogue with Chris Ward, Minister of Education, and with Gregory Sorbara, Minister Responsible for Women's Issues. The keynote address was delivered by Linda Silver Dranoff, a barrister and solicitor, and long-standing advocate of equality for women.

Affirmative action/employment equity co-ordinators from Ontario school boards led workshops, as did representatives from the Ministère de l'Éducation de province du Québec and from Quebec school boards. This marked

the first time that the network program formally included representatives of other provincial jurisdictions.

At the fall 1988 meeting the network decided to form the Professional Development Committee, with responsibility for developing an annual focus and theme for the provincial meetings.

5.4 Women in Leadership Seminar

The Ministry of Education's Education Liaison and Exchange Branch regularly offers a variety of seminars to enable participants to experience educational systems, cultures, and people in overseas countries.

In fall 1987 members attending the Affirmative Action/ Employment Equity School Board Network meeting in Ottawa discussed the content and design of a "Women in Leadership" seminar.

In July 1988 the new seminar was implemented. Thirty participants from school boards attended the two-week program in Germany and Switzerland. In their evaluation of the seminar, participants recommended that the program be continued in future years and that other women in education in Ontario be given the opportunity to experience and learn about the status of women in other countries.

5.5 European Educators Presentation

Summer seminars for European educators, also co-ordinated by the ministry's Education Liaison and Exchange Branch, bring more than 80 educators from several European countries to Ontario during July and August. For a second year, the co-ordinator of the Equal Opportunity/Affirmative Action Unit participated in the seminar program by providing a session on women in education in Canada, followed by an informal question-and-answer exchange on employment equity issues of mutual concern.

5.6 Summer Experience '88

In 1988 the Equal Opportunity/Affirmative Action Unit operated its second Summer Experience Program, with funding from the Ministry of Skills Development and the Ministry of Education's Affirmative Action/Employment Equity Incentive Fund. The Affirmative Action in School Boards Project was such a success in its first year (1987) that the two ministries decided to expand the program. Two separate projects dealing with affirmative action/employment equity issues were created: one focused on the three Northern Ontario regions, and one was available to boards and students located in the Central, Eastern, and Western regions.

The program offered valuable work experience for the fifteen participating students, as well as tangible resources and results for the boards. Projects undertaken included data collection, career planning, analysis of inclusionary language policies and procedures, and employment equity research.

5.7 Bill 69

In December 1986 the Minister of Education issued Policy/Program Memorandum No. 92 announcing that the Education Act would be amended to require school boards to promote and maintain affirmative action/employment equity for women employees. Clause 1(1)(z)(c), which gives the Minister the power to require boards to establish and maintain a policy of affirmative action with respect to the employment and promotion of women employees, has been drafted and included in Bill 69, "An Act to Amend the Education Act". The clause received first reading in December 1987.

5.8 Annual Reports from Chief Executive Officers

In January 1988 the Minister of Education issued Policy/Program Memorandum No. 102 announcing that future annual reports of chief executive officers of school boards should refer to the boards' affirmative action/employment equity initiatives for their female employees. Beginning in December 1988 the annual reports must include specific elements related to the boards' affirmative action/employment equity programs.

5.9 Focus on Leadership II: Affirmative Action in School Boards Conference

The Ministry of Education and the Ontario Women's Directorate, with the fifteen stakeholder groups listed below, unanimously agreed to plan a 1989 conference as a follow-up to the initiatives and programs announced at the 1984 Focus on Leadership Conference:

Association des Enseignantes et des Enseignants Franco-Ontariens
Association Française des Conseils Scolaires de l'Ontario
Association of Large School Boards of Ontario
Federation of Women Teachers' Associations of Ontario
Ontario Association of Education Administrative Officials
Ontario Association of School Business Officials
Ontario Catholic Supervisory Officers' Association
Ontario English Catholic Teachers' Association
Ontario Public School Boards Association
Ontario Public School Teachers' Federation
Ontario Secondary School Teachers' Federation
Ontario Separate School Business Officials' Association
Ontario Separate School Trustees' Association
Ontario Teachers' Federation
Women in Educational Administration Ontario

At the 1984 conference the Minister of Education had announced that special steps would be undertaken by the ministry to encourage school boards to develop and implement affirmative action/employment equity programs for their women employees.

The "Focus in Leadership II: Affirmative Action in School Boards" conference is a "five-years later" conference designed to assess what has been

accomplished and what further needs must be addressed to raise and diversify the occupational distribution of women employees in school boards.

Directors of education, chairpersons, and affirmative action/employment equity practitioners, as well as representatives of the sponsoring organizations, will participate. This is the same target group as in the 1984 conference, when approximately 400 delegates attended. The conference will be held in Toronto on March 30 and 31, 1989.

6. Benefits of an Affirmative Action/Employment Equity Program

Any kind of major organizational or social change is controversial and difficult because it challenges the views and opinions of those who are satisfied with the status quo. Affirmative action/employment equity represents both organizational and social change.

Because of the inequitable status of women in the Ontario educational system, school boards are being challenged to initiate changes in their management of human resources by implementing effective results-oriented affirmative action/employment equity programs for women employees.

The role of education in shaping values related to sex equity and equality of opportunity is critical. It is equally important that these values be reflected in the employment practices of school boards. Ministry of Education policy requires that students have the opportunity to see women and men in a variety of roles. By implementing an affirmative action/employment equity plan for women employees, school boards can:

- demonstrate a commitment to equal employment opportunity for women;
- assist staff, students, and the community to prepare for the changing nature of the workplace;
- provide a wide spectrum of role models for staff and students;
- ensure full utilization of valuable human resources.

Organizational and social change may often be difficult to implement, but affirmative action/employment equity programs clearly provide many benefits to school boards.

- Equal opportunity for everyone is enhanced when employment practices and conditions are fair.
- Employee turnover decreases and productivity levels rise, with the result that recruitment and training costs decrease.
- A variety of leadership styles receives recognition and support within the organization, thus improving the calibre of leadership.
- A greater number of employees perceive real opportunities for them within the organization, resulting in improved morale and motivation.
- Improved morale is evidenced by lower absenteeism rates.
- Both the number and type of role models available to employees and to students increase – an especially important factor for female students.
- Personnel procedures (hiring, promotion, performance appraisal) are both fairer and clearer once systemic bias has been eliminated.
- The pool of qualified people is expanded and often doubled by including women, thus increasing the likelihood of selecting the best possible person for the job.

- Selection decisions are made on the basis of competence and ability rather than mainly on sex, as in the past.
- Organizations are renewed as outdated attitudes and stereotypes are challenged and modified through increased awareness.
- Organizations conform to both the letter and the spirit of human rights legislation and recognize the workplace rights and needs of both women and men.
- Successful affirmative action/employment equity initiatives assist employees, students, and community members in understanding social changes concerning sex roles and in developing their own potential.
- Many male employees and students may no longer feel compelled to conform to the traditional aggressive or competitive leadership style that forms part of the stereotyped view of male behaviour.

In addition, there is a special motivation for implementing affirmative action/employment equity for women: eighty per cent of our female students will spend thirty or more years in the work force; most of them will be responsible, for at least part of their lives, for their financial security. In the educational system students see a microcosmic reflection of the roles of women in the paid work force and form significant attitudes about their own future roles in the world of work.

School boards in Ontario have made some progress toward achieving equality of employment opportunity for women employees. Increased commitment to the goals of affirmative action/employment equity is necessary if the educational system is to continue to provide leadership in human resource deployment and an environment that exemplifies sex equity.



Appendix A

Affirmative Action/ Employment Equity Incentive Fund Grants to School Boards, 1985-88

Appendix A: Affirmative Action/Employment Equity Incentive Fund Grants to School Boards, 1985-88: Summary by Region/Board

Region/Board	Program Development Grant (\$)				One-Time Special Grant (maximum \$3 000)			
	1985	1986	1987	1988	1985	1986	1987	1988
Central Region (44 boards)								
Borden CFB B of E				20 000				x
Brant County B of E	10 594	16 568	10 000			x		
Brant County RCSSB	15 000	18 000	10 000		x			
Dufferin County B of E				20 000		x		
Dufferin-Peel RCSSB		20 000	18 000	10 000		x		
Durham B of E	20 000	18 000	10 000		x			
Durham Region RCSSB	15 355.50	18 000	10 000		x			
East York B of E								
Etobicoke B of E								
Haldimand B of E			20 000	18 000			x	
Haldimand-Norfolk RCSSB	3 758.50	6 818	10 000		x			
Haliburton County B of E			20 000	17 213		x		
Halton B of E			20 000				x	
Halton RCSSB	12 337.75	18 000	10 000		x			
Hamilton B of E		20 000	18 000	10 000			x	
Hamilton-Wentworth County RCSSB		20 000	18 000	10 000		x		
Hastings County B of E	13 828.50	18 000	10 000		x			
Hastings-Prince Edward County RCSSB			20 000	18 000			x	
Lincoln County B of E		20 000	18 000	10 000		x		
Lincoln County RCSSB			20 000	18 000		x		
Metro Toronto School Board								
Metro Separate School Board	20 000	18 000	10 000		x			
Niagara South B of E	20 000	18 000	10 000		x			
Norfolk B of E	4 874	3 750	10 000		x			
North York B of E	20 000	18 000	10 000			x		
Northumberland-Newcastle B of E	18 165	17 925	10 000		x			
Peel B of E		20 000	18 000	10 000			x	
Peterborough County B of E	5 916	18 000	10 000			x		
Peterborough-Victoria-								
Northumberland-Newcastle RCSSB	19 327.61	18 000	10 000		x			
Prince Edward County B of E	20 000	18 000	10 000			x		
Scarborough B of E	20 000	18 000	10 000		x			
Simcoe County B of E		20 000	18 000			x		
Simcoe County RCSSB	7 322.63		18 000			x	x	
Toronto B of E	20 000	18 000	10 000		x			
Victoria County B of E		20 000	18 000	10 000		x		
Waterloo County B of E		20 000	18 000	10 000		x		
Waterloo County RCSSB			20 000	18 000		x		
Welland County RCSSB		20 000	18 000	10 000		x		
Wellington County B of E			20 000	18 000		x		
Wellington County RCSSB		20 000	18 000	10 000		x		
Wentworth County B of E			20 000	18 000			x	
York B of E	20 000	18 000	10 000			x		
York Region B of E								
York Region RCSSB	20 000	18 000	10 000		x			

Central Region		
Totals by Year	1985	\$ 351 479.49
	1986	569 061.00
	1987	566 000.00
	1988	258 213.00
Total		\$1 744 753.49

Region/Board	Program Development Grant (\$)				One-Time Special Grant (maximum \$3 000)			
	1985	1986	1987	1988	1985	1986	1987	1988
Eastern Region (17 boards)								
Carleton B of E	20 000	18 000	10 000		x			
Carleton RCSSB			20 000	18 000			x	
Frontenac County B of E	18 737.50	18 000	10 000		x			
Frontenac-Lennox-Addington County RCSSB	20 000	18 000	10 000		x			
Lanark County B of E	20 000	18 000	10 000		x			
Lanark-Leeds-Grenville RCSSB		20 000	18 000	10 000		x		
Leeds-Grenville County B of E	20 000	18 000	10 000		x			
Lennox-Addington County B of E		20 000	18 000	18 000		x		
			(returned)					
Ottawa B of E	20 000	18 000	10 000		x			
Ottawa RCSSB	20 000	18 000	10 000		x			
Petawawa CFB B of E			20 000	18 000			x	
Prescott-Russell County B of E	20 000	18 000	10 000		x			
Prescott-Russell County RCSSB	20 000	18 000	10 000		x			
Renfrew County B of E			20 000	18 000			x	
Renfrew County RCSSB				20 000				x
Stormont-Dundas-Glengarry County B of E	20 000	18 000	10 000		x			
Stormont-Dundas-Glengarry County RCSSB		20 000	18 000	10 000			x	

Eastern Region		
Totals by Year	1985	\$228 737.50
	1986	249 000.00
	1987	223 000.00
	1988	115 000.00
Total		\$815 737.50

Region/Board	Program Development Grant (\$)				One-Time Special Grant (maximum \$3 000)			
	1985	1986	1987	1988	1985	1986	1987	1988
Midnorthern Region (15 boards)								
Central Algoma B of E	7 210	12 155			x			
Chapleau B of E								
Chapleau RCSSB								
Dryden B of E								
Espanola B of E	7 631.63	13 500	10 000		x			
Hornepayne B of E								
Manitoulin B of E								
Michipicoten B of E								
Michipicoten RCSSB								
North Shore B of E		5 625	18 000	10 000		x		
North Shore RCSSB								x
Sault Ste. Marie B of E	11 573.25	18 000	10 000		x			
Sault Ste. Marie RCSSB				20 000		x		
Sudbury B of E				20 000				
Sudbury RCSSB								

Midnorthern Region		
Totals by Year	1985	\$ 35 414.88
	1986	55 280.00
	1987	38 000.00
	1988	53 000.00
Total		\$181 694.88

Region/Board	Program Development Grant (\$)				One-Time Special Grant (maximum \$3 000)			
	1985	1986	1987	1988	1985	1986	1987	1988
Northeastern Region (17 boards)								
Cochrane-Iroquois Falls B of E			20 000	18 000				x
Cochrane-Iroquois Falls RCSSB	10 733	18 000				x		
East Parry Sound B of E		18 375	18 000	10 000				
Hearst B of E								
Hearst District RCSSB	8 625	14 738				x		
Kapuskasing B of E				20 000				x
Kapuskasing District RCSSB	6 000	18 000	10 000		x			
Kirkland Lake B of E	10 683.88	18 000	10 000				x	
Kirkland Lake RCSSB		20 000	18 000	10 000				
Muskoka B of E				20 000				x
Nipissing B of E	3 750	18 000		10 000	x			
Nipissing District RCSSB	8 408	18 000	10 000		x			
Timiskaming B of E			9 000	18 000			x	
Timiskaming District RCSSB				20 000				x
Timmins B of E								x
Timmins District RCSSB								
West Parry Sound B of E	4 219.50	18 000	10 000			x		

Northeastern Region		
Totals by Year	1985	\$ 61 271.99
	1986	170 113.00
	1987	111 000.00
	1988	141 000.00
Total		\$483 384.99


Region/Board	Program Development Grant (\$)				One-Time Special Grant (maximum \$3 000)			
	1985	1986	1987	1988	1985	1986	1987	1988
Northwestern Region (14 boards)								
Atikokan B of E								
Dryden District RCSSB								
Fort Frances-Rainy River B of E	7 500	12 889				x		
Fort Frances-Rainy River RCSSB								
Geraldton B of E				20 000				x
Geraldton District RCSSB								
Kenora B of E		20 000	18 000	10 000		x		
Kenora District RCSSB								
Lakehead B of E	8 616	18 000	10 000			x		
Lakehead District RCSSB		20 000	18 000	10 000		x		
Lake Superior B of E								
Nipigon-Red Rock B of E								
North of Superior District RCSSB				20 000				x
Red Lake B of E								

Northwestern Region		
Totals by Year	1985	\$ 16 116.00
	1986	82 889.00
	1987	46 000.00
	1988	66 000.00
Total		\$211 005.00

Region/Board	Program Development Grant (\$)				One-Time Special Grant (maximum \$3 000)			
	1985	1986	1987	1988	1985	1986	1987	1988
Western Region (21 boards)								
Bruce County B of E								
Bruce-Grey County RCSSB			20 000	18 000			X	
Elgin County B of E			6 000			X		
Elgin County RCSSB								
Essex County B of E			20 000	18 000				
Essex County RCSSB	12 948	18 000	10 000			X		X
Grey County B of E			15 300	18 000		X		
Huron County B of E	12 690	18 000	10 000			X		
Huron-Perth County RCSSB								
Kent County B of E		20 000	18 000	10 000	X			
Kent County RCSSB		20 000	18 000	10 000	X			
Lambton County B of E		3 750						
Lambton County RCSSB				20 000		X		
London B of E								
London-Middlesex County RCSSB	20 000	18 000			X			
Middlesex County B of E				20 000		X		
Oxford County B of E	12 312.52	17 983	10 000		X			
Oxford County RCSSB				20 000				
Perth County B of E			20 000	18 000				X
Windsor B of E	5 365.41	12 000	8 852			X		
Windsor RCSSB	5 238	18 000	10 000			X		

Western Region		
Totals by Year	1985	\$ 77 553.93
	1986	181 733.00
	1987	169 152.00
	1988	155 000.00
Total		\$583 438.93

Grand Totals, All Regions		
Totals by Year	1985	\$ 770 573.79
	1986	1 308 076.00
	1987	1 153 152.00
	1988	788 213.00
Grand Total		\$4 020 014.79



Appendix B

Female Administrators as a Percentage of Total Administrative Staff, 1987

Appendix B: Female Administrators as a Percentage of Total Administrative Staff, 1987

Part One: Supervisory Officers

Region/Board	No. of Positions	No. of Females	% of Females
Central Region			
Borden CFB B of E	2	---	---
Brant County B of E	8	---	---
Brant County RCSSB	4	---	---
Dufferin County B of E	4	---	---
Dufferin-Peel RCSSB	16	2	12.5
Durham B of E	13	1	7.7
Durham Region RCSSB	8	---	---
East York B of E	9	1	11.1
Etobicoke B of E	17	2	11.8
Haldimand County B of E	4	---	---
Haldimand-Norfolk RCSSB	4	---	---
Haliburton County B of E	1	---	---
Halton B of E	13	1	7.7
Halton RCSSB	6	---	---
Hamilton B of E	12	---	---
Hamilton-Wentworth County RCSSB	11	1	9.1
Hastings-Prince Edward County RCSSB	4	---	---
Hastings County B of E	9	---	---
Hugh MacMillan Centre B of E	---	---	---
Lincoln County B of E	9	1	11.1
Lincoln County RCSSB	6	---	---
Metro Separate School Board	51	8	15.7
Metro Toronto School Board	11	1	9.1
Niagara Peninsula Crippled Children's Centre B of E	---	---	---
Niagara South B of E	14	1	7.1
Norfolk County B of E	5	---	---
North York B of E	25	5	20.0
Northumberland-Newcastle B of E	8	---	---
Peel B of E	22	1	4.5
Penetanguishene PSSB	---	---	---
Peterborough County B of E	8	1	12.5
Peterborough-Victoria-Northumberland-Newcastle RCSSB	5	---	---
Prince Edward County B of E	3	---	---
Scarborough B of E	29	2	6.9
Simcoe County B of E	16	---	---
Simcoe County RCSSB	6	1	16.7
Simcoe Hall Children's School B of E	---	---	---
Toronto B of E	33	9	27.3
Trenton CFB B of E	---	---	---
Victoria County B of E	4	---	---
Waterloo County B of E	18	1	5.6
Waterloo Region RCSSB	11	2	18.2
Waterloo N. Children's Centre B of E	---	---	---
Welland County RCSSB	7	---	---
Wellington County B of E	11	1	9.1
Wellington County RCSSB	5	---	---
Wentworth County B of E	7	1	14.3
York B of E	11	2	18.2
York Region B of E	19	1	5.3
York Region RCSSB	13	2	15.4
Central Region Total	502	48	9.6

Source: Affirmative Action Data Base, 1987.

Note: Part one of this appendix includes principals, vice-principals, and department heads under the category "Supervisory Officers" and shows data from all Ontario school boards.

Region/Board	No. of Positions	No. of Females	% of Females
Eastern Region			
Carleton B of E	14	1	7.1
Carleton RCSSB	15	2	13.3
Frontenac County B of E	6	1	16.7
Frontenac-Lennox-Addington County RCSSB	4	---	---
Kingston CFB B of E	---	---	---
Lanark County B of E	6	---	---
Lanark-Leeds-Grenville RCSSB	5	1	20.0
Leeds-Grenville County B of E	7	---	---
Lennox-Addington County B of E	4	---	---
Ottawa B of E	15	3	20.0
Ottawa Children's Treatment Centre B of E	---	---	---
Ottawa RCSSB	8	---	---
Ottawa CFB B of E	---	---	---
Petawawa CFB B of E	1	---	---
Prescott-Russell County B of E	4	---	---
Prescott-Russell County RCSSB	4	1	25.0
Renfrew County B of E	5	---	---
Renfrew County RCSSB	4	---	---
Stormont-Dundas-Glengarry County B of E	7	---	---
Stormont-Dundas-Glengarry RCSSB	6	---	---
Eastern Region Total	115	9	7.8
Midnorthern			
Asquith-Garvey District SAB	---	---	---
Central Algoma B of E	2	1	50.0
Chapleau B of E	1	---	---
Chapleau District RCSSB	---	---	---
Dubreuille RCSSB	---	---	---
Espanola B of E	2	---	---
Foleyet District SAB	---	---	---
Foleyet RCSSB	---	---	---
Gogama District SAB	---	---	---
Gogama RCSSB	---	---	---
Hornepayne B of E	---	---	---
Hornepayne RCSSB	---	---	---
Manitoulin B of E	2	---	---
Michipicoten B of E	---	---	---
Michipicoten RCSSB	---	---	---
Missarenda District SAB	---	---	---
North Shore B of E	3	---	---
North Shore RCSSB	4	---	---
Sault Ste. Marie B of E	6	1	16.7
Sault Ste. Marie RCSSB	6	---	---
Sudbury B of E	9	2	22.2
Sudbury RCSSB	14	---	---
Midnorthern Region Total	49	4	8.2

Region/Board	No. of Positions	No. of Females	% of Females
Northeastern			
Airy-Sabine District SAB	---	---	---
Canfield District SAB	---	---	---
Cochrane-Iroquois Falls B of E	3	1	33.3
Cochrane-Iroquois Falls RCSSB	2	---	---
East Parry Sound B of E	3	---	---
Hearst B of E	---	---	---
Hearst District RCSSB	1	---	---
James Bay Lowlands SSB	---	---	---
Kapuskasing B of E	2	---	---
Kapuskasing District RCSSB	3	---	---
Kirkland Lake B of E	2	---	---
Kirkland Lake District RCSSB	1	---	---
Moose Factory Island District SAB	---	---	---
Moosonee District SAB	---	---	---
Moosonee RCSSB	---	---	---
Murchison-Lyell District SAB	---	---	---
Muskoka B of E	6	---	---
Nipissing B of E	5	---	---
Nipissing District RCSSB	7	---	---
North Bay CFB B of E	---	---	---
Smoky Falls District SAB	---	---	---
Timiskaming B of E	5	---	---
Timiskaming District RCSSB	3	---	---
Timmins B of E	4	1	25.0
Timmins District RCSSB	6	---	---
West Parry Sound B of E	3	---	---
Northeastern Region Total	56	2	3.6
Northwestern			
Atikokan B of E	2	---	---
Atikokan RCSSB	---	---	---
Caramat District SAB	---	---	---
Collins District SAB	---	---	---
Connell-Ponsford District SAB	---	---	---
Dryden B of E	3	---	---
Dryden District RCSSB	---	---	---
Fort Francis-Rainy River B of E	3	---	---
Fort Francis-Rainy River District RCSSB	---	---	---
Geraldton B of E	---	---	---
Geraldton District RCSSB	---	---	---
Ignace RCSSB	---	---	---
Kenora B of E	2	---	---
Kenora District RCSSB	2	---	---
Kilkenny District SAB	---	---	---
Lake Superior B of E	2	1	50.0
Lakehead B of E	9	1	11.1
Lakehead District RCSSB	5	---	---
Mine Centre District SAB	---	---	---
Nakina District SAB	---	---	---
Nipigon-Red Rock B of E	1	---	---
North of Superior District RCSSB	3	---	---
Northern District SAB	1	---	---
Red Lake B of E	2	---	---
Red Lake Area CRCSSB	---	---	---
Slate Falls District SAB	---	---	---
Summer Beaver District SAB	---	---	---
Upsala District SAB	---	---	---
Northwestern Region Total	35	2	5.7

Region/Board	No. of Positions	No. of Females	% of Females
Western			
Bruce County B of E	6	---	---
Bruce-Grey County RCSSB	5	---	---
Elgin County B of E	5	1	20.0
Elgin County RCSSB	2	---	---
Essex County B of E	6	1	16.7
Essex County Children's Rehabilitation Centre B of E	---	---	---
Essex County RCSSB	7	2	28.6
Grey County B of E	6	1	16.7
Huron County B of E	5	---	---
Huron-Perth County RCSSB	4	---	---
Kent County B of E	5	---	---
Kent County RCSSB	5	---	---
Lambton County B of E	7	---	---
Lambton County RCSSB	4	---	---
London B of E	15	2	13.3
London-Middlesex County RCSSB	8	1	12.5
Middlesex County B of E	7	---	---
Oxford County B of E	6	---	---
Oxford County RCSSB	4	1	25.0
Perth County B of E	5	---	---
Sarnia and District Children's Treatment Centre B of E	---	---	---
Thames Valley Children's Centre B of E	---	---	---
Windsor B of E	10	1	10.0
Windsor RCSSB	4	---	---
Western Region Total	126	10	7.9
Provincial Total	883	75	8.5

Appendix B: Female Administrators as a Percentage of Total Administrative Staff, 1987

Part Two: Teachers with Administrative Responsibilities

Region/Board	Elementary			Secondary		
	No. of Positions	No. of Females	% of Females	No. of Positions	No. of Females	% of Females
Central Region						
Borden CFB B of E	7	2	28.6	14	3	21.4
Brant County B of E	46	6	13.0	94	24	25.5
Brant County RCSSB	15	2	13.3	10	2	20.0
Dufferin County B of E	22	4	18.2	23	6	26.1
Dufferin-Peel RCSSB	121	26	21.5	136	36	26.5
Durham B of E	134	31	23.1	280	70	25.0
Durham Region RCSSB	45	9	20.0	51	19	37.3
East York B of E	52	11	21.2	61	16	26.2
Etobicoke B of E	150	34	22.7	245	64	26.1
Haldimand County B of E	22	2	9.1	57	11	19.3
Haldimand-Norfolk RCSSB	16	---	---	---	---	---
Haliburton County B of E	7	3	42.9	11	2	18.2
Halton B of E	103	27	26.2	271	81	29.9
Halton RCSSB	37	12	32.4	34	7	20.6
Hamilton B of E	87	20	23.0	207	51	24.6
Hamilton-Wentworth County RCSSB	62	16	25.8	128	39	30.5
Hastings-Prince Edward County RCSSB	17	4	23.5	9	3	33.3
Hastings County B of E	77	14	18.2	118	19	16.1
Hugh MacMillan Centre B of E	2	1	50.0	---	---	---
Lincoln County B of E	85	13	15.3	193	41	21.2
Lincoln County RCSSB	34	6	17.6	28	8	28.6
Metro Separate School Board	240	72	30.0	308	115	37.3
Metro Toronto School Board	13	7	53.8	---	---	---
Niagara Peninsula Crippled Children's Centre B of E	1	---	---	---	---	---
Niagara South B of E	76	10	13.2	204	43	21.1
Norfolk County B of E	36	4	11.1	90	25	27.8
North York B of E	341	146	27.0	302	91	32.1
Northumberland-Newcastle B of E	66	10	15.2	109	23	21.1
Peel B of E	202	44	21.8	435	145	33.3
Penetanguishene PSSB	1	1	100.0	---	---	---
Peterborough County B of E	52	9	17.3	90	19	21.1
Peterborough-Victoria-Northumberland-Newcastle RCSSB	39	8	20.5	18	6	33.3
Prince Edward County B of E	15	1	6.7	12	---	---
Scarborough B of E	383	110	28.7	435	130	29.9
Simcoe County B of E	137	24	17.5	270	57	21.1
Simcoe County RCSSB	39	11	28.2	19	6	31.6
Simcoe Hall Children's School B of E	1	1	100.0	---	---	---
Toronto B of E	189	57	30.2	445	136	30.6
Trenton CFB B of E	4	1	25.0	---	---	---
Victoria County B of E	34	6	17.6	51	12	23.5
Waterloo County B of E	118	13	11.0	334	73	21.9
Waterloo Region RCSSB	48	13	27.1	72	21	29.2
Waterloo N. Children's Centre B of E	1	1	100.0	---	---	---
Welland County RCSSB	42	5	11.9	23	5	21.7
Wellington County B of E	66	7	10.6	152	31	20.4
Wellington County RCSSB	18	8	44.4	23	3	13.0
Wentworth County B of E	40	8	20.0	107	27	25.2
York B of E	52	14	26.9	119	42	35.3
York Region B of E	127	35	27.6	303	102	33.7
York Region RCSSB	72	23	31.9	71	25	35.2
Central Region Total	3 594	892	24.8	5 962	1 639	27.5

Source: Affirmative Action Data Base, 1987.

Note: Part two of this appendix includes principals, vice-principals, and department heads under the category "Teachers with Administrative Responsibilities" and shows data from all Ontario school boards.

Region/Board	Elementary			Secondary		
	No. of Positions	No. of Females	% of Females	No. of Positions	No. of Females	% of Females
Eastern Region						
Carleton B of E	119	22	18.5	226	43	19.0
Carleton RCSSB	68	24	35.3	50	11	22.0
Frontenac County B of E	64	8	12.5	104	19	18.3
Frontenac-Lennox-Addington County RCSSB	18	5	27.8	21	7	33.3
Kingston CFB B of E	5	2	40.0	---	---	---
Lanark County B of E	24	5	20.8	59	11	18.6
Lanark-Leeds-Grenville RCSSB	21	7	33.3	1	---	---
Leeds-Grenville County B of E	48	6	12.5	98	24	24.5
Lennox-Addington County B of E	23	5	21.7	42	9	21.4
Ottawa B of E	95	35	36.8	278	51	18.3
Ottawa Children's Treatment Centre B of E	1	---	---	---	---	---
Ottawa RCSSB	52	10	19.2	35	12	34.3
Ottawa CFB B of E	5	---	---	---	---	---
Petawawa CFB B of E	7	1	14.3	6	---	---
Prescott-Russell County B of E	6	1	16.7	69	14	20.3
Prescott-Russell County RCSSB	34	2	5.9	---	---	---
Renfrew County B of E	30	10	33.3	98	18	18.4
Renfrew County RCSSB	26	11	42.3	1	---	---
Stormont-Dundas-Glengarry County B of E	41	6	14.6	147	25	17.0
Stormont-Dundas-Glengarry RCSSB	42	16	38.1	3	---	---
Eastern Region Total	729	176	24.1	1 238	244	19.7
Midnorthern						
Asquith-Garvey District SAB	1	---	---	---	---	---
Central Algoma B of E	10	1	10.0	10	1	10.0
Chapleau B of E	1	---	---	3	2	66.7
Chapleau District RCSSB	2	---	---	---	---	---
Dubreuille RCSSB	1	---	---	---	---	---
Espanola B of E	10	2	20.0	16	3	18.8
Foleyet District SAB	1	---	---	---	---	---
Foleyet RCSSB	1	1	100.0	---	---	---
Gogama District SAB	1	1	100.0	---	---	---
Gogama RCSSB	1	1	100.0	---	---	---
Hornepayne B of E	2	---	---	1	---	---
Hornepayne RCSSB	1	---	---	---	---	---
Manitoulin B of E	8	2	25.0	15	5	33.3
Michipicoten B of E	2	---	---	15	5	33.3
Michipicoten RCSSB	3	1	33.3	---	---	---
Missarenda District SAB	1	---	---	---	---	---
North Shore B of E	13	1	7.7	34	3	8.8
North Shore RCSSB	12	6	50.0	---	---	---
Sault Ste. Marie B of E	49	4	8.2	73	15	20.5
Sault Ste. Marie RCSSB	43	8	18.6	29	8	27.6
Sudbury B of E	57	10	17.5	220	45	20.5
Sudbury RCSSB	75	20	26.7	54	28	51.9
Midnorthern Region Total	295	58	19.7	470	115	24.5


Region/Board	Elementary			Secondary		
	No. of Positions	No. of Females	% of Females	No. of Positions	No. of Females	% of Females
Northeastern						
Airy-Sabine District SAB	1	1	100.0	---	---	---
Canfield District SAB	1	---	---	---	---	---
Cochrane-Iroquois Falls B of E	7	1	14.3	32	8	25.0
Cochrane-Iroquois Falls RCSSB	6	1	16.7	5	1	20.0
East Parry Sound B of E	16	1	6.3	15	3	20.0
Hearst B of E	1	---	---	13	3	23.1
Hearst District RCSSB	4	2	50.0	---	---	---
James Bay Lowlands SSB	---	---	---	10	5	50.0
Kapuskasing B of E	3	---	---	14	---	---
Kapuskasing District RCSSB	13	7	53.8	17	5	29.4
Kirkland Lake B of E	6	---	---	21	3	14.3
Kirkland Lake District RCSSB	7	3	42.9	---	---	---
Moose Factory Island District SAB	2	---	---	---	---	---
Moosonee District SAB	1	---	---	---	---	---
Moosonee RCSSB	1	---	---	---	---	---
Murchison-Lyell District SAB	1	---	---	---	---	---
Muskoka B of E	30	5	16.7	38	4	10.5
Nipissing B of E	33	10	30.3	71	9	12.7
Nipissing District RCSSB	29	6	20.7	43	11	25.6
North Bay CFB B of E	2	---	---	---	---	---
Smoky Falls District SAB	1	---	---	---	---	---
Timiskaming B of E	12	3	25.0	36	6	16.7
Timiskaming District RCSSB	10	5	50.0	---	---	---
Timmins B of E	12	4	33.3	30	7	23.3
Timmins District RCSSB	19	5	26.3	20	5	25.0
West Parry Sound B of E	10	2	20.0	19	4	21.1
Northeastern Region Total	228	56	24.6	384	74	19.3
Northwestern						
Atikokan B of E	1	---	---	3	---	---
Atikokan RCSSB	2	---	---	---	---	---
Caramat District SAB	1	---	---	---	---	---
Collins District SAB	1	1	100.0	---	---	---
Connell-Ponsford District SAB	1	---	---	---	---	---
Dryden B of E	15	5	33.3	28	5	17.9
Dryden District RCSSB	2	2	100.0	---	---	---
Fort Francis-Rainy River B of E	10	---	---	20	---	---
Fort Francis-Rainy River District RCSSB	4	2	50.0	---	---	---
Geraldton B of E	4	1	25.0	13	2	15.4
Geraldton District RCSSB	3	1	33.3	---	---	---
Ignace RCSSB	1	1	100.0	---	---	---
Kenora B of E	13	5	38.5	16	2	12.5
Kenora District RCSSB	3	---	---	1	---	---
Kilkenny District SAB	1	---	---	---	---	---
Lake Superior B of E	6	2	33.3	27	5	18.5
Lakehead B of E	88	17	19.3	125	26	20.8
Lakehead District RCSSB	31	6	19.4	12	4	33.3
Mine Centre District SAB	2	1	50.0	---	---	---
Nakina District SAB	1	---	---	---	---	---
Nipigon-Red Rock B of E	4	3	75.0	5	2	40.0
North of Superior District RCSSB	12	5	41.7	---	---	---
Northern District SAB	3	---	---	---	---	---
Red Lake B of E	5	2	40.0	6	2	33.3
Red Lake Area CRCSSB	1	---	---	---	---	---
Slate Falls District SAB	1	1	100.0	---	---	---
Summer Beaver District SAB	1	---	---	---	---	---
Upsala District SAB	1	---	---	---	---	---
Northwestern Region Total	218	55	24.8	256	48	18.8

Region/Board	Elementary			Secondary		
	No. of Positions	No. of Females	% of Females	No. of Positions	No. of Females	% of Females
Western						
Bruce County B of E	44	8	18.2	70	10	14.3
Bruce-Grey County RCSSB	10	4	40.0	10	---	---
Elgin County B of E	38	6	15.8	73	13	17.8
Elgin County RCSSB	7	1	14.3	1	1	100.0
Essex County B of E	41	9	22.0	112	15	13.4
Essex County Children's Rehabilitation Centre B of E	2	1	50.0	---	---	---
Essex County RCSSB	32	5	15.6	17	3	17.6
Grey County B of E	39	9	23.1	89	22	24.7
Huron County B of E	40	7	17.5	76	10	13.2
Huron-Perth County RCSSB	17	2	11.8	1	---	---
Kent County B of E	46	6	13.0	108	12	11.1
Kent County RCSSB	27	2	7.4	9	2	22.2
Lambton County B of E	54	7	13.0	92	15	16.3
Lambton County RCSSB	32	8	25.0	12	1	8.3
London B of E	113	25	22.1	248	53	21.4
London-Middlesex County RCSSB	39	4	10.3	38	3	7.9
Middlesex County B of E	43	7	16.3	81	18	22.2
Oxford County B of E	51	8	15.7	114	30	26.3
Oxford County RCSSB	8	3	37.5	2	---	---
Perth County B of E	38	8	21.1	80	19	23.8
Sarnia and District Children's Treatment Centre B of E	1	1	100.0	---	---	---
Thames Valley Children's Centre B of E	1	1	100.0	---	---	---
Windsor B of E	62	11	17.7	112	21	18.8
Windsor RCSSB	53	9	17.0	47	12	25.5
Western Region Total	838	152	18.1	1 392	260	18.7
Provincial Total	5 902	1 389	23.5	9 702	2 380	24.5



Appendix C

Highlights From Boards That Reached Maximum Eligibility in the Incentive Fund in 1987



Appendix C: Highlights From Boards That Reached Maximum Eligibility in the Incentive Fund in 1987

This report highlights affirmative action/employment equity activities by boards that reached maximum eligibility under the incentive fund in 1987. It is based on 1987 year-end reports from Central, Eastern, Midnorthern, Northeastern, Northwestern, and Western region boards.

Central Region

Brant County Board of Education

- Made provision for male and female representation on interview selection teams
- Ensured female participation in management initiatives and special assignments
- Included the notice "An Equal Opportunity Employer" in all advertisements and postings for employment

Brant County RCSS Board

- Approved and allocated space for a workplace child care centre
- Developed policy on sexual harassment
- Conducted an employee needs assessment

Durham Board of Education

- Initiated an affirmative action committee
- Developed recruitment and selection practices and guidelines
- Created a newsletter on affirmative action

Durham Region RCSS Board

- Established an affirmative action committee
- Adjusted employment policies and procedures

Haldimand-Norfolk RCSS Board

- Undertook career planning for women
- Reviewed employment policies and procedures
- Established an affirmative action committee

Halton RCSS Board

- Won vocal and visible support from senior management for affirmative action
- Ensured trustees' attendance at programs on affirmative action

Hastings County Board of Education

- Prepared a document on interviewing and selecting leaders
- Formed a job evaluation committee to review job descriptions
- Developed school affirmative action plans

Metropolitan Separate School Board

- Delivered training sessions on affirmative action to 400 women participants
- Prepared a booklet addressing the issue of sexual harassment
- Presented goals and timetables to the Trustee Advisory Committee (December 1986)

Niagara South Board of Education

- Formed an affirmative action committee
- Eliminated sexist language from new board by-laws and ensured the use of inclusionary language in all board documents
- Held affirmative action awareness sessions for staff involved in recruitment

Norfolk County Board of Education

- Formed an affirmative action committee

North York Board of Education

- Won the 1984 Employment Equity Award
- Created posters on affirmative action and sexual harassment
- Conducted a study of part-time teachers

Northumberland-Newcastle Board of Education

- Developed an affirmative action newsletter and submitted articles to the Federation of Women Teachers' Associations of Ontario, the Ontario Public School Teachers' Federation, and the Ontario Secondary School Teachers' Federation
- Established promotion profiles and criteria
- Created a subsidization fund to subsidize women upgrading their skills or undergoing professional development related to affirmative action

Peterborough County Board of Education

- Established an affirmative action committee
- Developed affirmative action goals for schools and board departments

Peterborough-Victoria-Northumberland-Newcastle RCSS Board

- Developed a newsletter on affirmative action
- Delivered a workshop on the Leadership Education Action Program

Prince Edward County Board of Education

- Established an affirmative action committee
- Undertook a day care needs survey
- Created a leadership program

Scarborough Board of Education

- Created the newsletter *Changing Images*
- Held a conference, "Role Modelling the Future", attended by senior management and trustees
- Offered workshops on the promotion process and on interview strategies

Toronto Board of Education

- Won the 1985 Employment Equity Award
- Reprinted guidelines for processing job applications and conducting interviews
- Offered training sessions for interviewers

York Region Board of Education

- Conducted an employment survey to develop a human resources inventory of promotable women
- Held videotape interview simulation sessions to assist women's promotion to leadership positions
- Included a section on affirmative action section within the board's regular newsletter

York Region RCSS Board

- Assigned a page in the director's monthly newsletter to affirmative action issues
- Initiated a seminar series on leadership training
- Organized a system-wide professional development day

Eastern Region

Carleton Board of Education

- Instituted an affirmative action column in the newsletter *Nuts & Bolts*
- Implemented a job shadowing program
- Developed a monitoring process and standard of comparison to measure the progress of women's appointments

Frontenac County Board of Education

- Provided career planning for women
- Established a newsletter on affirmative action

Frontenac-Lennox-Addington County RCSS Board

- Established an affirmative action advisory committee
- Formed a network group to assist women
- Started an employee newsletter on affirmative action

Lanark County Board of Education

- Established a network for women employees
- Initiated a job shadowing program
- Made presentations and delivered workshops on issues related to affirmative action (i.e., time management, conflict resolution, resume writing, and interview skills)

Leeds-Grenville County Board of Education

- Established an affirmative action committee
- Initiated a job shadowing program
- Offered leadership seminars

Ottawa Board of Education

- Published a calendar of affirmative action seminars
- Made affirmative action a regular feature of the board newsletter
- Designed an affirmative action logo and brochure

Ottawa RCSS Board

- Collected and analysed statistical workforce data
- Established an affirmative action committee
- Co-hosted the Fall '87 Network

Prescott-Russell County Board of Education

- Established an affirmative action committee
- Proposed an affirmative action/employment equity triennial action plan

Prescott-Russell County RCSS Board

- Developed a list of promotable women employees
- Developed an implementation plan for affirmative action
- Formed a network of liaison officers within the board for affirmative action initiatives

Stormont-Dundas-Glengarry County Board of Education

- Initiated a job shadowing program
- Developed resources on the employment selection process
- Established policy on sexual harassment

Midnorthern Region

Espanola Board of Education

- Initiated an affirmative action committee
- Developed job descriptions for non-teaching staff

Sault Ste. Marie Board of Education

- Developed new policy on hiring and promotion procedures
- Established an affirmative action committee

Northeastern Region

Kapuskasing District RCSS Board

- Developed an employee newsletter on affirmative action
- Conducted affirmative action workshops

Kirkland Lake Board of Education

- Developed non-sexist language guidelines and policy
- Established an affirmative action committee
- Developed a newsletter on affirmative action

Nipissing District RCSS Board

- Created a document on guidelines for interviewers
- Established a job catalogue
- Implemented a leadership course

West Parry Sound Board of Education

- Created the *Employment Equity Newsletter*
- Developed a bibliography for non-sex-stereotyping activities

Northwestern Region

Lakehead Board of Education

- Produced a video on employment equity in education
- Developed a career planning manual

Western Region

Essex County RCSS Board

- Established an affirmative action committee
- Created a professional and leadership development library
- Started a bi-monthly newsletter

Huron County Board of Education

- Undertook a wage and salary administration survey
- Offered workshops on building affirmative action/employment equity awareness

Oxford County Board of Education

- Undertook an affirmative action/employment equity attitude staff survey
- Established a monthly newsletter on affirmative action
- Developed forms for recruitment analysis

Windsor Board of Education

- Offered a workshop on professional impact and power
- Developed a job shadowing project
- Undertook a survey of academic status

Windsor RCSS Board

- Conducted attitude surveys
- Established the Women in Education Network
- Appointed staff as affirmative action liaison personnel



Appendix D

A Comparative Analysis of Male/Female Staff in the Ontario Educational System, 1978 and 1987

Appendix D:

A Comparative Analysis of Male/Female Staff in the Ontario Educational System, 1978 and 1987

This comparative analysis was prepared by the Ministry of Education's Equal Opportunity/Affirmative Action Unit and the Policy Analysis and Research Branch, as the eighth of a continuing series of reports on the changes in Ontario's full-time educational staff between given time-base years. Male and female staff are compared by selected characteristics and variables, such as age, position, salary, total teaching experience, highest teaching level, and highest degree obtained. Thus, the report provides a "freeze-frame" of the province's educational system, rather than an explanation of the data's implications.

Three sources were used: the Teaching Staff Report portion of the September School Report, the Teacher Information File, and the Teacher Salary File. Data for both the public and Roman Catholic schools are included in the tables attached to this report: Tables P1-P12 provide data on public schools and Tables R1-12 provide data on separate schools. Public funding for Roman Catholic schools was extended to Grade 11 in 1985, to Grade 12 in 1986, and to Grade 13 in 1987, making comparison of the public and Roman Catholic panels of the total system inappropriate in previous years. Highlights from the tables are presented below.

Throughout the report the following definitions are used:

- *Educational staff* (or educators) refers to principals, vice-principals, department heads, regular classroom teachers, and "others" who are employed on a full-time basis in the publicly supported elementary and secondary school systems. Note that "others" include any teaching staff not in a regular classroom situation (such as guidance counsellors and librarians). Personnel attached to board offices are *not* included.
- *Positions of added responsibility* refers to principals, vice-principals, and department heads.

Public School Boards: Tables P1-P12

The tables for public school boards compare data for 1978 and 1987. As in previous years, salary data are analysed between two consecutive years (i.e., 1986 and 1987). Salary is stated in current (not constant) dollar terms; thus the combination of the effects of inflation, changes in the salary grid due to negotiations by the boards, and changes in qualifications renders a compari-

son of salary data over a longer period of time less meaningful. Two types of percentage distribution are shown: percentage distribution of women/men within each category, and women/men as a percentage of all women/men.

Figures 1-4 and Table A below combine data from these tables.

Elementary Level

Comparison of 1978 and 1987 public elementary teaching staff shows that in 1987 the teaching force is older, more experienced, better qualified, and has a higher percentage of females.

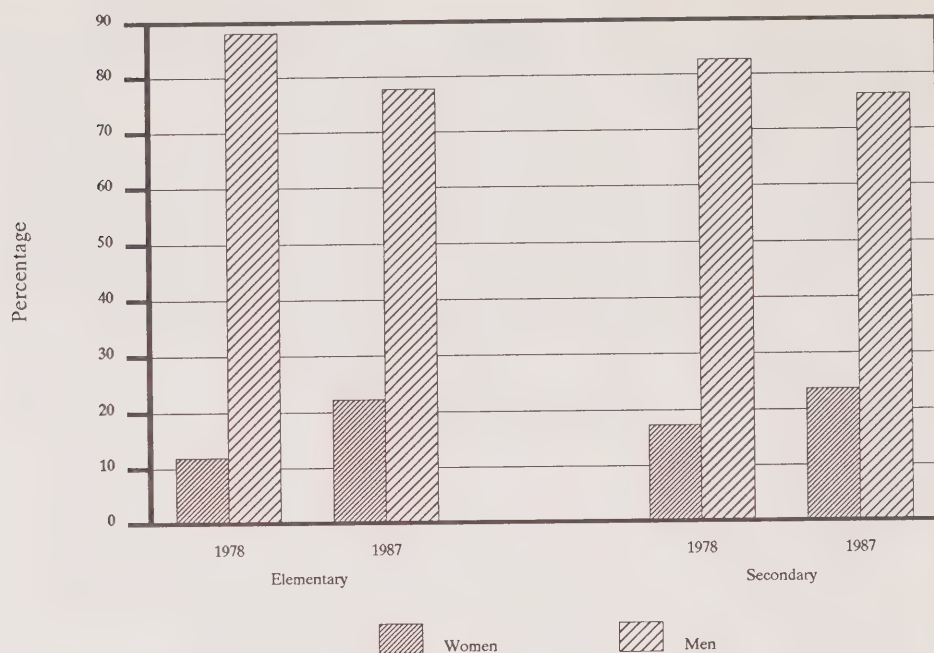
- Table P1 shows that women comprise 67.2 per cent of the total public elementary teaching force in 1987. This percentage is up from 65.1 per cent in 1978.
- Table P2 displays changes in the percentage of male and female teachers, including those of added responsibility, between 1978 and 1987. (See also Table A and Figure 1.)
 - The composition of the 1987 public elementary system is predominantly female – 71.9 per cent of all classroom teachers. Moreover, changes in the overall number of teachers between 1978 and 1987 tend to reinforce this predominance: there are 1 287 more females and 573 fewer males in 1987 than in 1978. (See also Figure 2.)
 - Of all educational staff in positions of added responsibility at the elementary level, 22 per cent were female in 1987, compared with about 12 per cent in 1978.
 - The percentage of female elementary principals in 1987 is 13.6 per cent, virtually double the 6.7 per cent figure for 1978.
 - A similar increase is seen in the number of female elementary vice-principals: the percentage has risen from 15.5 per cent in 1978 to 30.1 per cent in 1987.

Table A: Public Elementary and Secondary School Teachers in Positions of Added Responsibility

Position	1978			1987		
	Women	Men	Total	Women	Men	Total
Elementary						
Principal	166	2 325	2 491	323	2 058	2 381
Vice-Principal	176	963	1 139	387	900	1 287
Department Head	133	232	365	212	263	475
Subtotal	475	3 520	3 995	922	3 221	4 143
% of Total	11.89	88.11	100.00	22.25	77.75	100.00
Secondary						
Principal	17	560	577	47	519	566
Vice-Principal	59	759	818	145	702	847
Department Head	1 328	5 406	6 734	1 772	5 105	6 877
Subtotal	1 404	6 725	8 129	1 964	6 326	8 290
% of Total	17.27	82.73	100.00	23.69	76.31	100.00

Source: September School Reports, 1978 and 1987.

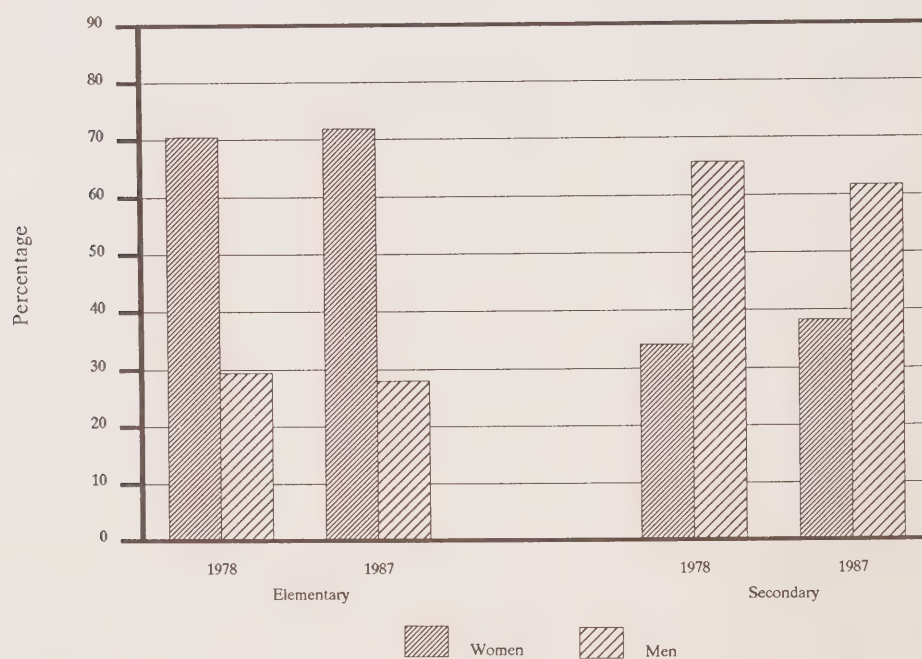
Figure 1: Public School Teachers in Positions of Added Responsibility, 1978 and 1987



Source: September School Reports, 1978 and 1987.

Note: "Positions of Added Responsibility" includes principals, vice-principals, and department heads.

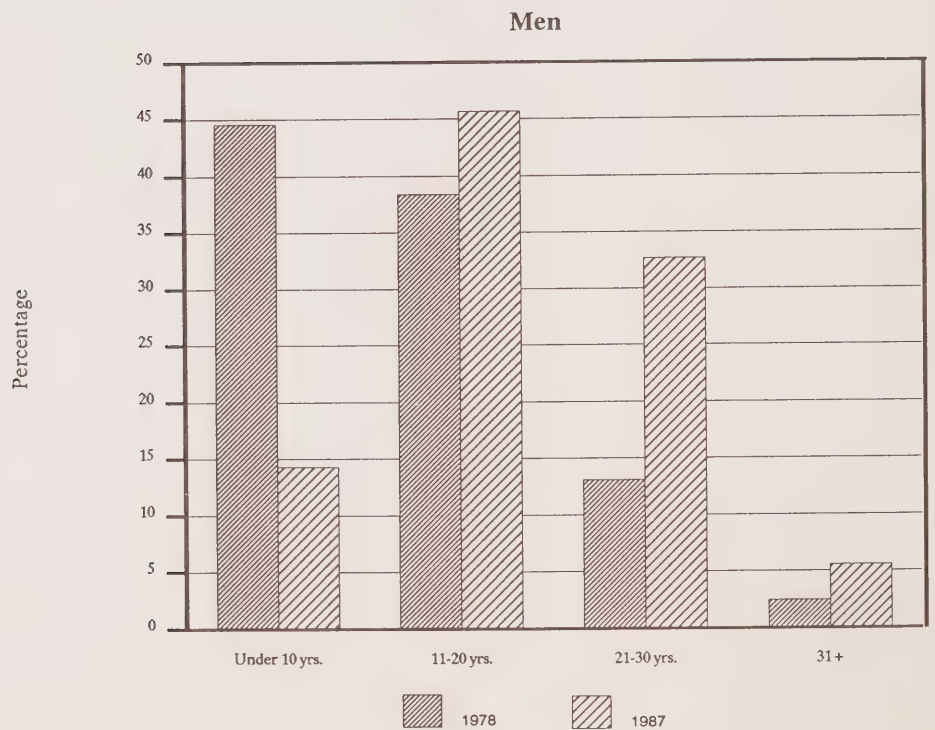
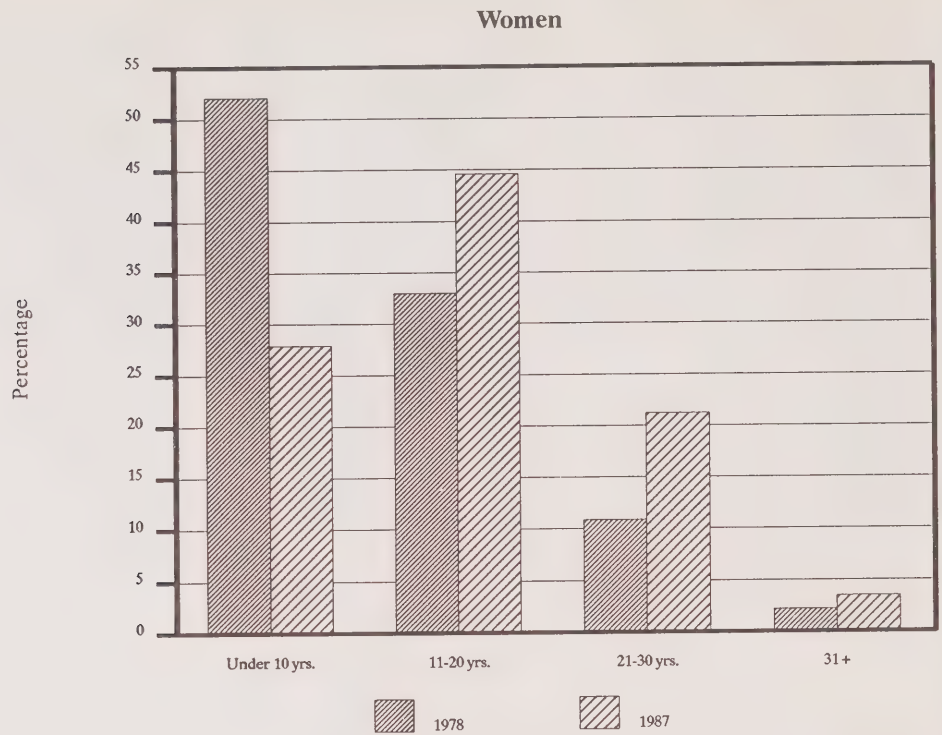
Figure 2: Classroom Teachers, Public Schools, 1978 and 1987



Source: September School Reports, 1978 and 1987.

- Table P3 displays data on the age of Ontario educational staff.
 - The elementary teaching force (both male and female) is aging. In 1978, 32 per cent of all women elementary teachers and 19 per cent of all male teachers were in the 19-29 years of age group. By 1987, these percentages had fallen to 11.6 and 4.3, respectively. In contrast, the percentage of all women teachers aged 50+ has risen from 11.7 in 1978 to 14.2 in 1987. The percentage of all male teachers aged 50+ has shown similar trends, rising from 7.1 in 1978 to 14.2 in 1987.
 - In 1978, the greatest percentage of male and female teachers was in the group aged 30-39. In 1987, however, the percentages of female teachers in the age groups 30-39 and 40-49 are virtually identical, and one-half of all male teachers are in the group aged 40-49 years. Indeed, since 1978 the percentage of both male and female teachers in that age group has doubled.
- Table P4 displays data on the total years of teaching experience held by the male and female members of Ontario's educational staff. (See also Figure 3.) Age and years of experience are closely related; the data on experience therefore reinforce the fact that the elementary teaching force is an aging one. Furthermore, the imbalance apparent in the male-female ratio is being accentuated as the teaching staff ages and gains years of experience.
 - The percentage of female teachers in the "beginner" category continues to rise. In 1978, 72.5 per cent of all new teachers were women; by 1987 the figure had increased to 80.9 per cent.
 - There were 444 more new women teachers in 1987 than in 1978 and 41 more new men teachers over the same time period.
 - In 1978, 52.1 per cent of all female teachers and 44.6 per cent of all male teachers had 1 to 10 years of experience. The 1987 figures show a sharp decrease: only 27.9 per cent of female teachers and 14.3 per cent of male teachers are in this category.
 - The highest percentage of male and female teachers had between 11 and 20 years of experience in 1987.
 - A higher percentage of male teachers (32.7 per cent) than female teachers (21.2 per cent) had 21 to 30 years of experience.
- Table P5 displays data on the highest degree obtained by male and female teachers in Ontario.
 - The 1987 public elementary teaching force was better educated than the 1978 teaching force. Of the 39 175 teachers reporting degree status in 1987, only 27.5 per cent had no degree. In 1978, this percentage stood at 41.2 per cent. Conversely, the number of teachers with a degree has risen: 64.9 per cent of all women and 88.2 per cent of all men teaching in Ontario's public elementary schools held degrees in 1987. In 1978, only 47.4 per cent of all women and 80.3 per cent of all men held degrees.
 - The actual numbers of both men and women with a master's degree in 1987 show marked increases over 1978. Although the actual percentages are relatively low (in terms of the overall distribution), the number of women with a master's degree is almost 4 times higher than in 1978 and the number of men has almost doubled.

Figure 3: Total Teaching Experience, Public Elementary Teachers, 1978 and 1987



Source: September School Reports, 1978 and 1987.

- Table P6 displays data on salary distribution. Unlike the other tables, it uses only the most recent two years as a comparative base. Salary data are displayed in \$3 000 intervals, with exception of those groups of salaries under \$21 000 and over \$45 000. Salary is a proxy measure for years of experience and qualification: the more highly qualified and experienced a teacher, the higher the salary.
 - The 1987 median salary for women teachers in Ontario public elementary schools is \$40 295, or 83.6 per cent of the median salary for men teachers. In 1986 the median salary for women was 83.1 per cent of the median salary for men.
 - The percentage of women (34.8 per cent) with salaries of \$45 000 or higher is a little more than half the percentage of men (67.5) in that salary grouping.
- Table P7 shows the total teaching force (both elementary and secondary) distributed by highest teaching level and sex.
 - In 1978, 56.3 per cent of all women teachers and 15.1 per cent of all men teachers listed Grades JK-6 as the highest grade taught. These percentages rose slightly to 56.4 and 17.1, respectively, in 1987.
 - 66.1 per cent of all male teachers in 1978 and 30 per cent of all female teachers listed Grades 9-13 as the highest grade taught. The corresponding percentages for 1987 were 63.6 per cent of all male teachers and 28.3 per cent of all female teachers.

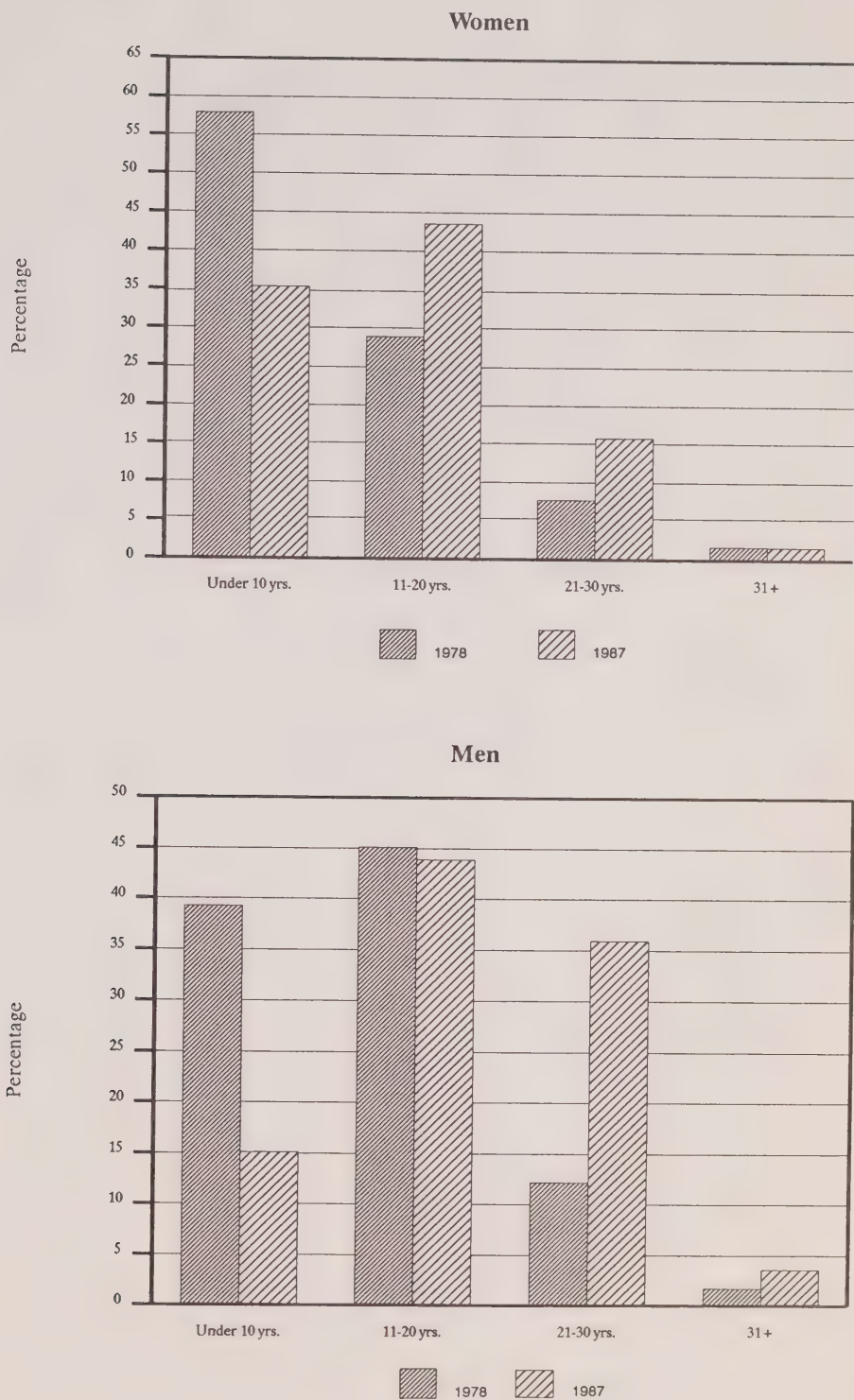
Secondary Level

As is the case with the public elementary teaching force, comparison of the teaching forces in public secondary schools for 1987 and 1978 shows that the 1987 staff are older, more experienced, and better qualified. Women now comprise 34.7 per cent of that teaching force, up from 30.2 per cent in 1978 (see Table P1).

- Table P8 documents changes in the percentage of women in positions of added responsibility. (See also Figure 1.)
 - Of all educational staff in positions of added responsibility at the secondary level, 24 per cent were female in 1987, compared with 17 per cent in 1978.
 - Although the actual number of women principals has increased from 17 in 1978 to 47 in 1987, the percentage of all principals who are women is still low — 8.3 in 1987, in contrast with 2.9 for 1978.
 - 17.1 per cent of all vice-principals in 1987 were women, a figure that is more than double the 7.2 per cent figure for 1978.
- Table P9 shows the distribution of full-time teachers by age. Like the elementary teaching force, the secondary teaching force aged between 1978 and 1987.
 - In 1978, 30.6 per cent of all female and 43.3 per cent of all male secondary teachers were age 40 or older. In 1987 slightly more than one-half (50.7 per cent) of all female teachers and almost three-quarters (74 per cent) of all male teachers at this level were age 40 or older.
 - In 1978, 30.4 per cent of all women teachers were in the 19-29 years of age category. By 1987, this percentage had fallen to 13.2.

- The highest percentage of female and male teachers was 30-39 years of age in 1978. In 1987, the highest percentage of male teachers (49.1 per cent) was 40-49 years of age. For female teachers, the 30-39 years of age group (with 36.1 per cent) and the 40-49 years of age group (with 36.8 per cent) were the two groups with the highest percentages.
- Table P10 displays data concerning the total number of years of teaching experience held by the educational staff in secondary schools. (See also Figure 4.)
 - Although the actual number of “beginner” teachers has decreased by 103 since 1978, the sex distribution has altered: in 1978, 48.7 per cent of these teachers were women; in 1987, the percentage increased to 56.8.
 - Secondary school teaching staff were more experienced in 1987 than in 1978. In 1978, 61.7 per cent of all women and 41 per cent of all men had 10 years or less total teaching experience. In 1987, 39 per cent of all women and 16.6 per cent of all men were in that category.
 - In 1978, almost 60 per cent of all female staff were in the 1 to 10 years category; in 1987, the highest percentage of female staff was in the 11 to 20 years category. The highest percentage of all male secondary staff was found in the 11 to 20 years category in both years.
 - There has been a marked increase in the percentage of male and female secondary teachers with 21 to 30 years of experience: the percentage of all females in this category has doubled since 1978 and that of all males has almost tripled. This is a further indication of the aging of the secondary staff, both male and female.
- Table P11 shows data on the highest degree obtained by the secondary school teaching force.
 - The secondary teaching force was better educated in 1987 than in 1978. The percentage of all teachers reporting no degree has fallen from 14.4 per cent in 1978 to 9.1 per cent in 1987. The sex distribution of teachers in this category is virtually the same as in 1978: about 17 per cent are women and about 83 per cent are men.
 - About 95 per cent of all female teachers and 88 per cent of all male teachers reported degrees in 1987, compared with 92 per cent and 83 per cent, respectively, in 1978.
- Table P12 shows data on salary distribution. Note that only data for 1986 and 1987 are compared.
 - The median salary for female teachers in Ontario public secondary schools in 1987 is \$46 285, or 92.3 per cent of the median salary for male teachers. In 1986, the median for female teachers was \$44 243, or 92.5 per cent of the median figure for male teachers.
 - The highest percentage of both men and women is found in the \$45 000 and over salary category in 1987: 55 per cent of all female teachers and almost 77 per cent of all male teachers are in this range. These figures represent an increase from 47.8 per cent (women) and 72.4 per cent (men) in 1986.

Figure 4: Total Teaching Experience, Public Secondary Teachers, 1978 and 1987



Source: September School Reports, 1978 and 1987.

Roman Catholic School Boards: Tables R1-R12

Because the extension of public funding to Grade 11 in Roman Catholic separate schools in 1985, to Grade 12 in 1986, and to Grade 13 in 1987 has made the use of time series analyses of historical data inappropriate, the Roman Catholic school data are shown in tables separate from those for public schools. The analysis therefore uses 1985 and 1987 data as the points of comparison for the elementary system and reports 1987 data only for the secondary system. Future editions of the analysis will use 1987 as the base year for secondary school comparisons. Table B below combines data from these tables.

Elementary Level

The total number of teaching staff in elementary schools has increased slightly (7.5 per cent) since 1985.

- Table R1 shows that women comprise 75.3 per cent of the elementary teaching force and 45.3 per cent of the secondary teaching force.
 - Table R2 shows that, among the educational staff for 1987, 75.3 per cent were women and 24.7 per cent were men. The percentage of women shows a slight increase and the percentage of men a slight decrease from 1985 figures.
- More women hold positions of responsibility than in 1985. The percentage of female principals rose from 20.9 in 1985 to 22.7 in 1987, and the percentage of women vice-principals from 28.8 to 34.3.

Table B: Roman Catholic Elementary and Secondary School Teachers in Positions of Added Responsibility

Position	Female	Male	Total	Female	Male	Total
Elementary 1985				Elementary 1987		
Principal	254	960	1 214	283	965	1 248
Vice-Principal	86	213	299	115	220	335
Department Head	4	3	7	4	1	5
Subtotal	344	1 176	1 520	402	1 186	1 588
% of Total	22.6	77.4	100.0	25.3	74.7	100.0
				Secondary 1987		
Principal				30	99	129
Vice-Principal				35	146	181
Department Head				344	705	1 049
Subtotal				409	950	1 359
% Total				30.1	69.9	100.0

Source: September School Reports, 1985 and 1987.

Note: Data are not comparable to previous years due to the extension of public funding to Grade 11 in Roman Catholic separate schools in 1985, to Grade 12 in 1986, and to Grade 13 in 1987.

- Table R3 shows data on the age profile of educators:
 - Although the highest percentage of both male and female educators continues to be found in the 30-39 years of age category, the number and percentage of educators of both sexes in the group aged 40-49 years is increasing.
 - In 1985, 43.3 per cent of all women were in the 30-39 years of age bracket, and 28.8 per cent were in the group aged 40-49. This distribution has shifted to 38.8 per cent (30-39 years of age) and 32.5 per cent (40-49 years of age) in just 2 years.
 - In 1985, almost half of all male teachers were in the 30-39 years of age group and 32 per cent were in the group aged 40-49. Here, too, a shift is seen: in 1987, 40.7 per cent of all men were in the 30-39 years of age group and 38.9 per cent were in the 40-49 age group.
- Table R4 shows data on years of experience.
 - There were 394 more “beginner” teachers in 1987, an increase of almost 80 per cent over the 1985 figure. The proportion of “beginner” teachers who are female has risen from about 75 per cent in 1985 to almost 80 per cent in 1987.
 - The highest percentage of both male and female educational staff had between 11 and 20 years of experience in both 1985 and 1987.
- Table R5 shows data on the highest degree held by male and female educators.
 - 90 per cent of all male teachers held a degree in 1987, compared to 88.9 per cent in 1985. In 1987, 62.2 per cent of all female teachers held a degree, which is up slightly from 58.1 per cent in 1985.
 - Although only 3.7 per cent of all women teachers held masters’ degrees, 17.8 per cent of all men teachers held these degrees in 1987.
- Table R6 shows data on salary distribution.
 - The median salary for women elementary teachers was \$38 390 in 1987, or 81.7 per cent of the median salary for men. In 1986, the median salary for women was \$35 874, or 81.9 per cent of the median salary for men.
 - The distribution of both men and women across the various salary intervals was relatively even in 1987. The only major change over the 1986 data was the increase from 14.9 to 28.2 in the percentage of women and from 44.5 to 58.8 in the percentage of men with salaries \$45 000+.
- Table R7 shows the distribution of teachers by highest teaching level and sex. These data pertain to 1987 only, due to the extension of public funding to Grade 13 in Roman Catholic separate schools in 1987. As with Table P7, this table gives data for both elementary and secondary teaching staff.
 - 66 per cent of all women reported Grades JK-6 as the highest level taught, whereas about 75.8 per cent of all men reported Grades 7-13 as the highest level.
 - Of all teachers listing Grades JK-3 as the highest level taught, only 4 per cent were male.

Secondary Level

It should be noted that secondary-level data are not comparable with previous years because of the extension of public funding to Grade 13 in 1987. Thus Tables R8-R12 show only 1987 data. This data will, however, form the base year for future comparative analyses. Below are selected highlights from the tables:

- Women make up about 30 per cent of the total positions of added responsibility. Approximately 23 per cent of all principals, 19 per cent of all vice-principals, and 33 per cent of all department heads are female (Table R8).
- The highest percentage of both male and female teaching staff is in the 30 to 39 years of age category (Table R9).
- 56 per cent of all "beginner" teachers are women (Table R10).
- The highest percentage of both male and female teaching staff is in the 1 to 10 years of total teaching experience category (Table R10).
- 96 per cent of all men and women held a minimum of a bachelor's degree (Table R11).
- The median salary for women in 1987 was \$41 323, or 89 per cent of the corresponding salary for men (Table R12).
- The highest percentage of both men and women is found in the \$45 000+ salary category in 1987. Almost forty per cent of all female teachers and more than 55 per cent of all male teachers were in this category (Table R12).

**Table P1: Public School Boards, Elementary and Secondary:
Distribution of Educational Staff by Sex, 1978 and 1987**

Academic Year Beginning	Women	Men	Total	% of Women	% of Men
Elementary					
1978	25 085	13 454	38 539	65.1	34.9
1987	26 372	12 881	39 253	67.2	32.8
Change	1 287	-573	714	2.1	-2.1
Secondary					
1978	10 676	24 651	35 327	30.2	69.8
1987	11 314	21 258	32 572	34.7	65.3
Change	638	-3 393	-2 755	4.5	-4.5

Source: September School Reports, 1978 and 1987.

**Table P2: Public School Boards, Elementary: Distribution of
Full-Time Teachers by Position and Sex, 1978 and 1987**

Position	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
Principal							
1978	166	2 325	2 491	6.7	93.3	0.7	17.3
1987	323	2 058	2 381	13.6	86.4	1.2	16.0
Change	157	-267	-110	6.9	-6.9	0.5	-1.3
Vice-Principal							
1978	176	963	1 139	15.5	84.5	0.7	7.2
1987	387	900	1 287	30.1	69.9	1.5	7.0
Change	211	-63	148	14.6	-14.6	0.8	-0.2
Department Head							
1978	133	232	365	36.4	63.6	0.5	1.7
1987	212	263	475	44.6	55.4	0.8	2.0
Change	79	31	110	8.2	-8.2	0.3	0.3
Classroom Teacher							
1978	22 084	9 246	31 330	70.5	29.5	88.0	68.7
1987	22 985	8 965	31 950	71.9	28.1	87.2	69.6
Change	901	-281	620	1.4	-1.4	-0.8	0.9
Other							
1978	2 526	688	3 214	78.6	21.4	10.1	5.1
1987	2 465	695	3 160	78.0	22.0	9.3	5.4
Change	-61	7	-54	-0.6	0.6	-0.8	0.3
Total							
1978	25 085	13 454	38 539	65.1	34.9	100.0	100.0
1987	26 372	12 881	39 253	67.2	32.8	100.0	100.0
Change	1 287	-573	714	2.1	-2.1		

Source: September School Reports, 1978 and 1987.

Table P3: Public School Boards, Elementary: Distribution of Full-Time Teachers by Age and Sex, 1978 and 1987

Age	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
19-29							
1978	8 009	2 545	10 554	75.9	24.1	32.0	19.0
1987	3 064	555	3 619	84.7	15.3	11.6	4.3
Change	-4 945	-1 990	-6 935	8.8	-8.8	-20.4	-14.7
30-39							
1978	9 390	7 264	16 654	56.4	43.6	37.5	54.1
1987	9 647	4 055	13 702	70.4	29.6	36.6	31.6
Change	257	-3 209	-2 952	14.0	-14.0	-0.9	-22.5
40-49							
1978	4 732	2 666	7 398	64.0	36.0	18.9	19.9
1987	9 889	6 414	16 303	60.7	39.3	37.6	49.9
Change	5 157	3 748	8 905	-3.3	3.3	18.7	30.0
50-59							
1978	2 432	860	3 292	73.9	26.1	9.7	6.4
1987	3 464	1 749	5 213	66.4	33.6	13.2	13.6
Change	1 032	889	1 921	-7.5	7.5	3.5	7.2
60+							
1978	490	94	584	83.9	16.1	2.0	0.7
1987	262	71	333	78.7	21.3	1.0	0.6
Change	-228	-23	-251	-5.2	5.2	-1.0	-0.1
Total*							
1978	25 053	13 429	38 482	65.1	34.9	100.0	100.0
1987	26 326	12 844	39 170	67.2	32.8	100.0	100.0
Change	1 273	-585	688	2.1	-2.1		

Source: September School Reports, 1978 and 1987.

* Does not include teachers who did not report their age: 32 women and 25 men in 1978; 46 women and 37 men in 1987.

Table P4: Public School Boards, Elementary: Distribution of Full-Time Teachers by Total Teaching Experience and Sex, 1978 and 1987

Teaching Experience	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
Beginners							
1978	446	169	615	72.5	27.5	1.8	1.3
1987	890	210	1 100	80.9	19.1	3.4	1.6
Change	444	41	485	8.4	-8.4	1.6	0.3
1-10 years							
1978	13 065	6 004	19 069	68.5	31.5	52.1	44.6
1987	7 346	1 842	9 188	80.0	20.0	27.9	14.3
Change	-5 719	-4 162	-9 881	11.5	-11.5	-24.2	-30.3
11-20 years							
1978	8 281	5 173	13 454	61.6	38.4	33.0	38.4
1987	11 775	5 886	17 661	66.7	33.3	44.6	45.7
Change	3 494	713	4 207	5.1	-5.1	11.6	7.3
21-30 years							
1978	2 735	1 769	4 504	60.7	39.3	10.9	13.1
1987	5 584	4 217	9 801	57.0	43.0	21.2	32.7
Change	2 849	2 448	5 297	-3.7	3.7	10.3	19.6
31+ years							
1978	558	339	897	62.2	37.8	2.2	2.5
1987	777	726	1 503	51.7	48.3	2.9	5.6
Change	219	387	606	-10.5	10.5	0.7	3.1
Total							
1978	25 085	13 454	38 539	65.1	34.9	100.0	100.0
1987	26 372	12 881	39 253	67.2	32.8	100.0	100.0
Change	1 287	-573	714	2.1	-2.1		

Source: September School Reports, 1978 and 1987.

Table P5: Public School Boards, Elementary: Distribution of Full-Time Teachers by Highest Degree Obtained and Sex, 1978 and 1987

Highest Degree	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
No Degree							
1978	13 200	2 645	15 845	83.3	16.7	52.7	19.7
1987	9 242	1 514	10 756	85.9	14.1	35.1	11.8
Change	-3 958	-1 131	-5 089	2.6	-2.6	-17.6	-7.9
Bachelor's							
1978	11 485	9 540	21 025	54.6	45.4	45.8	71.0
1987	15 606	8 925	24 531	63.6	36.4	59.3	69.5
Change	4 121	-615	3 506	9.0	-9.0	13.5	-1.5
Master's							
1978	369	1 236	1 605	23.0	77.0	1.5	9.2
1987	1 464	2 393	3 857	38.0	62.0	5.6	18.6
Change	1 095	1 157	2 252	15.0	-15.0	4.1	9.4
Doctorate							
1978	9	8	17	52.9	47.1	0.0	0.1
1987	19	12	31	61.3	38.7	0.1	0.1
Change	10	4	14	8.4	-8.4	0.1	0.0
Total*							
1978	25 063	13 429	38 492	65.1	34.9	100.0	100.0
1987	26 331	12 844	39 175	67.2	32.8	100.0	100.0
Change	1 268	-585	683	2.1	-2.1		

Source: September School Reports, 1978 and 1987.

* Does not include teachers who did not report the highest degree obtained: 22 women and 25 men in 1978; 41 women and 37 men in 1987.

Table P6: Public School Boards, Elementary: Distribution of Full-Time Teachers by Total Salary and Sex, 1986 and 1987

Salary (\$)	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
Under 21 000							
1986	188	8	196	95.9	4.1	0.8	0.1
1987	201	23	224	89.7	10.3	0.8	0.2
Change	13	15	28	-6.2	6.2	0.0	0.1
21 000 - 23 999							
1986	749	93	842	89.0	11.0	3.1	0.7
1987	387	63	450	86.0	14.0	1.5	0.5
Change	-362	-30	-392	-3.0	3.0	-1.6	-0.2
24 000 - 26 999							
1986	1 505	214	1 719	87.6	12.4	6.2	1.7
1987	1 408	184	1 592	88.4	11.6	5.5	1.4
Change	-97	-30	-127	0.8	-0.8	-0.7	-0.3
27 000 - 29 999							
1986	2 874	367	3 241	88.7	11.3	11.8	2.9
1987	2 190	335	2 525	86.7	13.3	8.5	2.6
Change	-684	-32	-716	-2.0	2.0	-3.3	-0.3
30 000 - 32 999							
1986	2 386	368	2 754	86.6	13.4	9.8	2.9
1987	2 577	370	2 947	87.4	12.6	10.0	2.9
Change	191	2	193	0.8	-0.8	0.2	0.0
33 000 - 35 999							
1986	2 856	536	3 392	84.2	15.8	11.7	4.2
1987	2 962	439	3 401	87.1	12.9	11.5	3.4
Change	106	-97	9	2.9	-2.9	-0.2	-0.8
36 000 - 38 999							
1986	2 388	1 028	3 416	69.9	30.1	9.8	8.0
1987	2 057	469	2 526	81.4	18.6	8.0	3.7
Change	-331	-559	-890	11.5	-11.5	-1.8	-4.3
39 000 - 41 999							
1986	2 733	1 385	4 118	66.4	33.6	11.2	10.8
1987	2 471	1 083	3 554	69.5	30.5	9.6	8.5
Change	-262	-302	-564	3.1	-3.1	-1.6	-2.3
42 000 - 44 999							
1986	3 273	1 672	4 945	66.2	33.8	13.4	13.1
1987	2 514	1 191	3 705	67.9	32.1	9.8	9.3
Change	-759	-481	-1 240	1.7	-1.7	-3.6	-3.8
45 000 and over							
1986	5 401	7 126	12 527	43.1	56.9	22.2	55.7
1987	8 931	8 634	17 565	50.8	49.2	34.8	67.5
Change	3 530	1 508	5 038	7.7	-7.7	12.6	11.8
Total*							
1986	24 353	12 797	37 150	65.6	34.4	100.0	100.0
1987	25 698	12 791	38 489	66.8	33.2	100.0	100.0
Change	1 345	-6	1 339	1.2	-1.2		
Median Salary							
1986	\$38 033	\$45 763	\$41 196				
1987	\$40 295	\$48 185	\$43 640				

Source: September School Reports, 1986 and 1987.

* Does not include teachers who did not report their salary: 570 women and 90 men in 1986; 694 women and 90 men in 1987.

**Table P7: Public School Boards, Elementary and Secondary:
Distribution of Full-Time Teachers by Highest Teaching Level
and Sex, 1978 and 1987**

Teaching Level	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
JK/Kindergarten							
1978	2 109	22	2 131	99.0	1.0	6.6	0.1
1987	2 268	58	2 326	97.5	2.5	7.7	0.2
Change	159	36	195	-1.5	1.5	1.1	0.1
Grades 1-3							
1978	9 531	638	10 169	93.7	6.3	29.6	1.9
1987	8 570	666	9 236	92.8	7.2	29.0	2.6
Change	-1 304	28	-1 270	-0.9	0.9	-0.6	0.7
Grades 4-6							
1978	6 450	4 456	10 906	59.1	40.9	20.1	13.1
1987	5 831	3 641	9 472	61.6	38.4	19.7	14.3
Change	-619	-815	-1 567	2.5	-2.5	-0.4	1.2
Grades 7-8							
1978	4 420	6 368	10 788	41.0	59.0	13.7	18.8
1987	4 530	4 928	9 458	47.9	52.1	15.3	19.3
Change	110	-1 553	-1 722	6.9	-6.9	1.6	0.5
Grades 9-10							
1978	1 013	1 912	2 925	34.6	65.4	3.1	5.6
1987	895	1 172	2 067	43.3	56.7	3.0	4.6
Change	-118	-740	-858	8.7	-8.7	-0.1	-1.0
Grades 11-12							
1978	6 305	12 794	19 099	33.0	67.0	19.6	37.7
1987	5 299	9 015	14 314	37.0	63.0	17.9	35.3
Change	-1 317	-3 604	-4 921	4.0	-4.0	-1.7	-2.4
Grade 13							
1978	2 336	7 722	10 058	23.2	76.8	7.3	22.8
1987	2 191	6 046	8 237	26.6	73.4	7.4	23.7
Change	-145	-2 025	-2 556	3.4	-3.4	0.1	0.9
Total							
1978	32 164	33 912	66 076	48.7	51.3	100.0	100.0
1987	29 584	25 526	55 110	53.7	46.3	100.0	100.0
Change	-4 320	-8 581	-12 901	5.0	-5.0		

Source: September School Reports, 1978 and 1987.

Table P8: Public School Boards, Secondary: Distribution of Full-Time Teachers by Position and Sex, 1978 and 1987

Position	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
Principal							
1978	17	560	577	2.9	97.1	0.2	2.3
1987	47	519	566	8.3	91.7	0.4	2.4
Change	30	-41	-11	5.4	-5.4	0.2	0.1
Vice-Principal							
1978	59	759	818	7.2	92.8	0.6	3.1
1987	145	702	847	17.1	82.9	1.3	3.3
Change	86	-57	29	9.9	-9.9	0.7	0.2
Department Head							
1978	1 328	5 406	6 734	19.7	80.3	12.4	21.9
1987	1 772	5 105	6 877	25.8	74.2	15.7	24.0
Change	444	-301	143	6.1	-6.1	3.3	2.1
Classroom Teacher							
1978	8 728	16 818	25 546	34.2	65.8	81.8	68.2
1987	8 838	14 234	23 072	38.3	61.7	78.1	67.0
Change	110	-2 584	-2 474	4.1	-4.1	-3.7	-1.2
Other							
1978	544	1 108	1 652	32.9	67.1	5.1	4.5
1987	512	698	1 210	42.3	57.7	4.5	3.3
Change	-32	-410	-442	9.4	-9.4	-0.6	-1.2
Total							
1978	10 676	24 651	35 327	30.2	69.8	100.0	100.0
1987	11 314	21 258	32 572	34.7	65.3	100.0	100.0
Change	638	-3 393	-2 755	4.5	-4.5		

Source: September School Reports, 1978 and 1987.

Table P9: Public School Boards, Secondary: Distribution of Full-Time Teachers by Age and Sex, 1978 and 1987

Age	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
19-29							
1978	3 239	2 783	6 022	53.8	46.2	30.4	11.3
1987	1 487	845	2 332	63.8	36.2	13.2	4.0
Change	-1 752	-1 938	-3 690	10.0	-10.0	-17.2	-7.3
30-39							
1978	4 149	11 148	15 297	27.1	72.9	39.0	45.3
1987	4 071	4 670	8 741	46.6	53.4	36.1	22.0
Change	-78	-6 478	-6 556	19.5	-19.5	-2.9	-23.3
40-49							
1978	1 814	6 919	8 733	20.8	79.2	17.0	28.1
1987	4 150	10 412	14 562	28.5	71.5	36.8	49.1
Change	2 336	3 493	5 829	7.7	-7.7	19.8	21.0
50-59							
1978	1 201	3 303	4 504	26.7	73.3	11.3	13.4
1987	1 391	4 859	6 250	22.3	77.7	12.3	22.9
Change	190	1 556	1 746	-4.4	4.4	1.0	9.5
60+							
1978	242	448	690	35.1	64.9	2.3	1.8
1987	185	431	616	30.0	70.0	1.6	2.0
Change	-57	-17	-74	-5.1	5.1	-0.7	0.2
Total*							
1978	10 645	24 601	35 246	30.2	69.8	100.0	100.0
1987	11 284	21 217	32 501	34.7	65.3	100.0	100.0
Change	639	-3 384	-2 745	4.5	-4.5		

Source: September School Reports, 1978 and 1987.

* Does not include teachers who did not report their age: 31 women and 58 men in 1978; 30 women and 41 men in 1987.

Table P10: Public School Boards, Secondary: Distribution of Full-Time Teachers by Total Teaching Experience and Sex, 1978 and 1987

Teaching Experience	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
Beginners							
1978	407	428	835	48.7	51.3	3.8	1.7
1987	416	316	732	56.8	43.2	3.7	1.5
Change	9	-112	-103	8.1	-8.1	-0.1	-0.2
1-10 years							
1978	6 182	9 687	15 869	39.0	61.0	57.9	39.3
1987	3 998	3 216	7 214	55.4	44.6	35.3	15.1
Change	-2 184	-6 471	-8 655	16.4	-16.4	-22.6	-24.2
11-20 years							
1978	3 086	11 107	14 193	21.7	78.3	28.9	45.1
1987	4 934	9 331	14 265	34.6	65.4	43.6	43.9
Change	1 848	-1 776	72	12.9	-12.9	14.7	-1.2
21-30 years							
1978	821	3 104	3 835	21.4	78.6	7.7	12.2
1987	1 783	7 631	9 414	18.9	81.1	15.8	35.9
Change	962	4 617	5 579	-2.5	2.5	8.1	23.7
31+ years							
1978	180	415	595	30.3	69.7	1.7	1.7
1987	183	764	947	19.3	80.7	1.6	3.6
Change	3	349	352	-11.0	11.0	-0.1	1.9
Total							
1978	10 676	24 651	35 327	30.2	69.8	100.0	100.0
1987	11 314	21 258	32 572	34.7	65.3	100.0	100.0
Change	638	-3 393	-2 755	4.5	-4.5		

Source: September School Reports, 1978 and 1987.

Table P11: Public School Boards, Secondary: Distribution of Full-Time Teachers by Highest Degree Obtained and Sex, 1978 and 1987

Highest Degree	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
No Degree							
1978	846	4 217	5 063	16.7	83.3	7.9	17.1
1987	524	2 443	2 967	17.7	82.3	4.6	11.5
Change	-322	-1 774	-2 096	1.0	-1.0	-3.3	-5.6
Bachelor's							
1978	9 009	17 580	26 589	33.9	66.1	84.6	71.4
1987	9 445	15 282	24 727	38.2	61.8	83.7	72.0
Change	436	-2 298	-1 862	4.3	-4.3	-0.9	0.6
Master's							
1978	777	2 733	3 510	22.1	77.9	7.3	11.1
1987	1 286	3 407	4 693	27.4	72.6	11.4	16.1
Change	509	674	1 183	5.3	-5.3	4.1	5.0
Doctorate							
1978	19	82	101	18.8	81.2	0.2	0.3
1987	29	88	117	24.8	75.2	0.3	0.4
Change	10	6	16	6.0	-6.0	0.1	0.1
Total*							
1978	10 651	24 612	35 263	30.2	69.8	100.0	100.0
1987	11 284	21 220	32 504	34.7	65.3	100.0	100.0
Change	633	-3 392	-2 759	4.5	-4.5		

Source: September School Reports 1978 and 1987.

* Does not include teachers who did not report the highest degree obtained: 25 women and 39 men in 1978; 38 women and 30 men in 1987.

Table P12: Public School Boards, Secondary: Distribution of Full-Time Teachers by Total Salary and Sex, 1986 and 1987

Salary (\$)	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
Under 21 000							
1986	67	31	98	68.4	31.6	0.6	0.1
1987	52	28	80	65.0	35.0	0.5	0.1
Change	-15	-3	-18	-3.4	3.4	-0.1	0.0
21 000 - 23 999							
1986	158	115	273	57.9	42.1	1.5	0.5
1987	128	81	209	61.2	38.8	1.2	0.4
Change	-30	-34	-64	3.3	-3.3	-0.3	-0.1
24 000 - 26 999							
1986	345	258	603	57.2	42.8	3.3	1.2
1987	275	224	499	55.1	44.9	2.5	1.1
Change	-70	-34	-104	-2.1	2.1	-0.8	-0.1
27 000 - 29 999							
1986	509	378	887	57.4	42.6	4.9	1.8
1987	544	364	908	59.9	40.1	5.0	1.7
Change	35	-14	21	2.5	-2.5	0.1	-0.1
30 000 - 32 999							
1986	491	419	910	54.0	46.0	4.8	1.9
1987	527	421	948	55.6	44.4	4.8	2.0
Change	36	2	38	1.6	-1.6	0.0	0.1
33 000 - 35 999							
1986	525	434	959	54.7	45.3	5.1	2.0
1987	529	407	936	56.5	43.5	4.8	1.9
Change	4	-27	-23	1.8	-1.8	-0.3	-0.1
36 000 - 38 999							
1986	1 080	1 519	2 599	41.6	58.4	10.5	7.0
1987	564	514	1 078	52.3	47.7	5.1	2.4
Change	-516	-1 005	-1 521	10.7	-10.7	-5.4	-4.6
39 000 - 41 999							
1986	1 180	1 468	2 648	44.6	55.4	11.4	6.8
1987	1 091	1 450	2 541	42.9	57.1	9.9	6.9
Change	-89	-18	-107	-1.7	1.7	-1.5	0.1
42 000 - 44 999							
1986	1 039	1 334	2 373	43.8	56.2	10.1	6.2
1987	1 230	1 379	2 609	47.1	52.9	11.2	6.6
Change	191	45	236	3.3	-3.3	1.1	0.4
45 000 and over							
1986	4 939	15 608	20 547	24.0	76.0	47.8	72.4
1987	6 030	16 177	22 207	27.2	72.8	55.0	76.9
Change	1 091	569	1 660	3.2	-3.2	7.2	4.5
Total*							
1986	10 333	21 564	31 897	32.4	67.6	100.0	100.0
1987	10 970	21 045	32 015	34.3	65.7	100.0	100.0
Change	637	-519	118	1.9	-1.9		
Median Salary							
1986	\$44 243	\$47 845	\$46 843				
1987	\$46 285	\$50 124	\$49 228				

Source: September School Reports, 1986 and 1987.

Note: Medians for 1986 and 1987 are calculated from grouped data with different intervals.

* Does not include teachers who did not report their salary: 346 women and 205 men in 1986, 344 women and 213 men in 1987.

Table R1: Roman Catholic School Boards, Elementary and Secondary: Distribution of Educational Staff, by Sex, 1985 and 1987

Academic Year Beginning	Women	Men	Total	% of Women	% of Men
Elementary					
1985	13 042	4 690	17 732	73.6	26.4
1987	14 349	4 718	19 067	75.3	24.7
Change	1 307	28	1 335	1.7	-1.7
Secondary					
1987	2 941	3 553	6 494	45.3	54.7

Source: September School Reports, 1985 and 1987.

Note: Data are not comparable to previous years due to the extension of funding to Grade 11 in Roman Catholic separate schools in 1985, to Grade 12 in 1986, and to Grade 13 in 1987.

Table R2: Roman Catholic School Boards, Elementary: Distribution of Full-Time Teachers by Position and Sex, 1985 and 1987

Position	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
Principal							
1985	254	960	1 214	20.9	79.1	1.9	20.5
1987	283	965	1 248	22.7	77.3	2.0	20.5
Change	29	5	34	1.8	-1.8	0.1	0.0
Vice-Principal							
1985	86	213	299	28.8	71.2	0.7	4.5
1987	115	220	335	34.3	65.7	0.8	4.7
Change	29	7	36	5.5	-5.5	0.1	0.2
Department Head							
1985	4	3	7	57.1	42.9	0.0	0.1
1987	4	1	5	80.0	20.0	0.0	0.0
Change	0	-2	-2	22.9	-22.9	0.0	-0.1
Classroom Teacher							
1985	11 460	3 218	14 678	78.1	21.9	87.9	68.6
1987	12 486	3 232	15 718	79.4	20.6	87.0	68.5
Change	1 026	14	1 040	1.3	-1.3	-0.9	-0.1
Other							
1985	1 238	296	1 534	80.7	19.3	9.5	6.3
1987	1 461	300	1 761	83.0	17.0	10.2	6.4
Change	223	4	227	2.3	-2.3	0.7	0.1
Total							
1985	13 042	4 690	17 732	73.6	26.4	100.0	100.0
1987	14 349	4 718	19 067	75.3	24.7	100.0	100.0
Change	1 307	28	1 335	1.7	-1.7		

Source: September School Reports, 1985 and 1987.

Note: Data are not comparable to previous years due to the extension of public funding to Grade 11 in Roman Catholic separate schools in 1985, to Grade 12 in 1986, and to Grade 13 in 1987.

Table R3: Roman Catholic School Boards, Elementary: Distribution of Full-Time Teachers by Age and Sex, 1985 and 1987

Age	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
19-29							
1985	2 189	505	2 694	81.3	18.7	16.8	10.8
1987	2 540	529	3 069	82.8	17.2	17.7	11.3
Change	351	24	375	1.5	-1.5	0.9	0.5
30-39							
1985	5 641	2 321	7 962	70.8	29.2	43.3	49.7
1987	5 558	1 909	7 467	74.4	25.6	38.8	40.7
Change	-83	-412	-495	3.6	-3.6	-4.5	-9.0
40-49							
1985	3 745	1 495	5 240	71.5	28.5	28.8	32.0
1987	4 663	1 823	6 486	71.9	28.1	32.5	38.9
Change	918	328	1 246	0.4	-0.4	3.7	6.9
50-59							
1985	1 287	329	1 616	79.6	20.4	9.9	7.0
1987	1 433	404	1 837	78.0	22.0	10.0	8.6
Change	146	75	221	-1.6	1.6	0.1	1.6
60+							
1985	160	23	183	87.4	12.6	1.2	0.5
1987	132	21	153	86.3	13.7	0.9	0.4
Change	-28	-2	-30	-1.1	1.1	-0.3	-0.1
Total*							
1985	13 022	4 673	17 695	73.6	26.4	100.0	100.0
1987	14 326	4 686	19 012	75.4	24.6	100.0	100.0
Change	1 304	13	1 317	1.8	-1.8		

Source: September School Reports, 1985 and 1987.

Note: Data are not comparable to previous years due to the extension of public funding to Grade 11 in Roman Catholic separate schools in 1985, to Grade 12 in 1986, and to Grade 13 in 1987.

* Does not include teachers who did not report their age: 39 women and 42 men in 1985; 23 women and 32 men in 1987.

Table R4: Roman Catholic School Boards, Elementary: Distribution of Full-Time Teachers by Total Teaching Experience and Sex, 1985 and 1987

Teaching Experience	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
Beginners							
1985	369	126	495	74.5	25.5	2.8	2.7
1987	701	188	889	78.9	21.1	4.9	4.0
Change	332	62	394	4.4	-4.4	2.1	1.3
1-10 years							
1985	4 481	1 427	5 908	75.8	24.2	34.4	30.4
1987	4 829	1 218	6 047	79.9	20.1	33.7	25.8
Change	348	-209	139	4.1	-4.1	-0.7	-4.6
11-20 years							
1985	5 484	2 059	7 543	72.7	27.3	42.0	43.9
1987	5 717	2 017	7 734	73.9	26.1	39.8	42.8
Change	233	-42	191	1.2	-1.2	-2.2	-1.1
21-30 years							
1985	2 336	984	3 320	70.4	29.6	17.9	21.0
1987	2 698	1 168	3 866	69.8	30.2	18.8	24.8
Change	362	184	546	-0.6	0.6	0.9	3.8
31+ years							
1985	372	94	466	79.8	20.2	2.9	2.0
1987	404	127	531	76.1	23.9	2.8	2.7
Change	32	33	65	-3.7	3.7	-0.1	0.7
Total							
1985	13 042	4 690	17 732	73.6	26.4	100.0	100.0
1987	14 349	4 718	19 067	75.3	24.7	100.0	100.0
Change	1 307	28	1 335	1.7	-1.7		

Source: September School Reports, 1985 and 1987.

Note: Data are not comparable to previous years due to the extension of public funding to Grade 11 in Roman Catholic separate schools in 1985, to Grade 12 in 1986, and to Grade 13 in 1987.

Table R5: Roman Catholic School Boards, Elementary: Distribution of Full-Time Teachers by Highest Degree Obtained and Sex, 1985 and 1987

Highest Degree	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
No Degree							
1985	5 453	518	5 971	91.3	8.7	41.9	11.1
1987	5 410	467	5 877	92.1	7.9	37.8	10.0
Change	-43	-51	-94	0.8	-0.8	-4.1	-1.1
Bachelor's							
1985	7 120	3 366	10 486	67.9	32.1	54.7	72.0
1987	8 386	3 378	11 764	71.3	28.7	58.5	72.1
Change	1 266	12	1 278	3.4	-3.4	3.8	0.1
Master's							
1985	448	781	1 229	36.5	63.5	3.4	16.7
1987	526	836	1 362	38.6	61.4	3.7	17.8
Change	78	55	133	2.1	-2.1	0.3	1.1
Doctorate							
1985	5	8	13	38.5	61.5	0.0	0.2
1987	7	5	12	58.3	41.7	0.0	0.1
Change	2	-3	-1	19.8	-19.8	0.0	-0.1
Total*							
1985	13 026	4 673	17 699	73.6	26.4	100.0	100.0
1987	14 329	4 686	19 015	75.4	24.6	100.0	100.0
Change	1 303	13	1 316	1.8	-1.8		

Source: September School Reports, 1985 and 1987.

Note: Data are not comparable to previous years due to the extension of public funding to Grade 11 in Roman Catholic separate schools in 1985, to Grade 12 in 1986, and to Grade 13 in 1987.

* Does not include teachers who did not report their highest degree obtained: 16 women and 17 men in 1985; 14 women and 18 men in 1987.

Table R6: Roman Catholic School Boards, Elementary: Distribution of Full-Time Teachers by Total Salary and Sex, 1986 and 1987

Salary (\$)	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
Under 21 000							
1986	116	14	130	89.2	10.8	0.9	0.3
1987	95	10	105	90.5	9.5	0.7	0.2
Change	-21	-4	-25	1.2	-1.2	-0.2	-0.1
21 000 - 23 999							
1986	548	103	651	84.2	15.8	4.1	2.2
1987	358	85	443	80.8	19.2	2.5	1.8
Change	-190	-18	-208	-3.4	3.4	-1.6	-0.4
24 000 - 26 999							
1986	1 061	194	1 255	84.5	15.5	8.0	4.2
1987	918	162	1 080	85.0	15.0	6.5	3.5
Change	-143	-32	-175	0.5	-0.5	-1.5	-0.7
27 000 - 29 999							
1986	1 573	217	1 790	87.9	12.1	11.8	4.6
1987	1 429	178	1 607	88.9	11.1	10.1	3.8
Change	-144	-39	-183	1.0	-1.0	-1.7	-0.8
30 000 - 32 999							
1986	1 944	255	2 199	88.4	11.6	14.6	5.5
1987	1 667	252	1 919	86.9	13.1	11.8	5.4
Change	-277	-3	-280	-1.5	1.5	-2.8	-0.1
33 000 - 35 999							
1986	1 461	276	1 737	84.1	15.9	11.0	5.9
1987	1 749	236	1 985	88.1	11.9	12.4	5.0
Change	288	-40	248	4.0	-4.0	1.4	-0.9
36 000 - 38 999							
1986	1 215	339	1 554	78.2	21.8	9.1	7.3
1987	1 055	195	1 250	84.4	15.6	7.5	4.2
Change	-160	-144	-304	6.2	-6.2	-1.6	-3.1
39 000 - 41 999							
1986	1 606	554	2 160	74.4	25.6	12.1	11.9
1987	1 427	370	1 797	79.4	20.6	10.1	7.9
Change	-179	-184	-363	5.1	-5.1	-2.0	-4.0
42 000 - 44 999							
1986	1 777	641	2 418	73.5	26.5	13.4	13.7
1987	1 435	440	1 875	76.5	23.5	10.2	9.4
Change	-342	-201	-543	3.0	-3.0	-3.2	-4.3
45 000 and over							
1986	1 983	2 079	4 062	48.8	51.2	14.9	44.5
1987	3 980	2 749	6 729	59.1	40.9	28.2	58.8
Change	1 997	670	2 667	10.3	-10.3	13.3	14.3
Total*							
1986	13 284	4 672	17 956	74.0	26.0	100.0	100.0
1987	14 113	4 677	18 790	75.1	24.9	100.0	100.0
Change	829	5	834	1.1	-1.1		
Median Salary							
1986	\$35 874	\$43 797	\$38 347				
1987	\$38 390	\$46 964	\$40 679				

Source: September School Reports, 1986 and 1987.

Note: Data are not comparable to previous years due to the extension of public funding to Grade 11 in Roman Catholic separate schools in 1985, to Grade 12 in 1986, and to Grade 13 in 1987.

* Does not include teachers who did not report their salary: 325 women and 56 men in 1986; 236 women and 41 men in 1987.

Table R7: Roman Catholic School Boards, Elementary and Secondary: Distribution of Full-Time Teachers by Highest Teaching Level and Sex, 1987

Teaching Level	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
JK/Kindergarten	1 550	26	1 576	98.4	1.6	11.0	0.4
Grades 1-3	4 375	224	4 599	95.1	4.9	31.1	3.6
Grades 4-6	3 357	1 239	4 596	73.0	27.0	23.9	20.1
Grades 7-8	2 509	1 859	4 368	57.4	42.6	17.9	30.2
Grades 9-10	583	707	1 290	45.2	54.8	4.1	11.5
Grades 11-12	1 273	1 342	2 615	48.7	51.3	9.1	21.8
Grade 13	407	755	1 162	35.0	65.0	2.9	12.3
Total	14 054	6 152	20 206	69.6	30.4	100.0	100.0

Source: September School Report, 1987.

Note: Data are not comparable to previous years due to the extension of public funding to Grade 11 in Roman Catholic separate schools in 1985, to Grade 12 in 1986, and to Grade 13 in 1987.

Table R8: Roman Catholic School Boards, Secondary: Distribution of Full-Time Teachers by Position and Sex, 1987

Position	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
Principal	30	99	129	23.3	76.7	1.0	2.8
Vice-Principal	35	146	181	19.3	80.7	1.2	4.1
Department Head	344	705	1 049	32.8	67.2	11.7	19.8
Classroom Teacher	2 400	2 501	4 901	49.0	51.0	81.6	70.4
Other	132	102	234	56.4	43.6	4.5	2.9
Total	2 941	3 553	6 494	45.3	54.7	100.0	100.0

Source: September School Report, 1987.

Note: Data are not comparable to previous years due to the extension of public funding to Grade 11 in Roman Catholic separate schools in 1985, to Grade 12 in 1986, and to Grade 13 in 1987.

Table R9: Roman Catholic School Boards, Secondary: Distribution of Full-Time Teachers by Age and Sex, 1987

Age	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
19-29	836	602	1 438	58.1	41.9	28.6	17.0
30-39	1 162	1 562	2 724	42.7	57.3	39.7	44.2
40-49	710	1 076	1 786	39.8	60.2	24.3	30.4
50-59	187	271	458	40.8	59.2	6.4	7.7
60+	31	23	54	57.4	42.6	1.1	0.7
Total*	2 926	3 534	6 460	45.3	54.7	100.0	100.0

Source: September School Report, 1987.

Note: Data are not comparable to previous years due to the extension of public funding to Grade 11 in Roman Catholic separate schools in 1985, to Grade 12 in 1986, and to Grade 13 in 1987.

* Does not include teachers who did not report their age: 15 women and 19 men in 1987.

Table R10: Roman Catholic School Boards, Secondary: Distribution of Full-Time Teachers by Total Teaching Experience and Sex, 1987

Teaching Experience	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
Beginners	210	165	375	56.0	44.0	7.1	4.6
1-10 years	1 472	1 448	2 920	50.4	49.6	50.1	40.8
11-20 years	931	1 380	2 311	40.3	59.7	31.7	38.8
21-30 years	280	513	793	35.3	64.7	9.5	14.4
31+ years	48	47	95	50.5	49.5	1.6	1.3
Total	2 941	3 553	6 494	45.3	54.7	100.0	100.0

Source: September School Report, 1987.

Note: Data are not comparable to previous years due to the extension of public funding to Grade 11 in Roman Catholic separate schools in 1985, to Grade 12 in 1986, and to Grade 13 in 1987.

Table R11: Roman Catholic School Boards, Secondary: Distribution of Full-Time Teachers by Highest Degree Obtained and Sex, 1987

Highest Degree	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
No Degree	108	134	242	44.6	55.4	3.7	3.8
Bachelor's	2 493	2 798	5 291	47.1	52.9	85.2	79.2
Master's	321	581	902	35.6	64.4	11.0	16.4
Doctorate	5	22	27	18.5	81.5	0.2	0.6
Total*	2 927	3 535	6 462	45.3	54.7	100.0	100.0

Source: September School Report, 1987.

Note: Data are not comparable to previous years due to the extension of public funding to Grade 11 in Roman Catholic separate schools in 1985, to Grade 12 in 1986, and to Grade 13 in 1987.

* Does not include teachers who did not report their highest degree obtained: 14 women and 18 men in 1987.

Table R12: Roman Catholic School Boards, Secondary: Distribution of Full-Time Teachers by Total Salary and Sex, 1987

Salary (\$)	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
Under 21 000	11	6	17	64.7	35.3	0.4	0.2
21 000 - 23 999	82	72	154	53.2	46.8	2.9	2.1
24 000 - 26 999	176	129	305	57.7	42.3	6.2	3.7
27 000 - 29 999	218	190	408	53.4	46.6	7.7	5.4
30 000 - 32 999	280	238	518	54.1	45.9	9.9	6.8
33 000 - 35 999	222	197	419	53.0	47.0	7.8	5.6
36 000 - 38 999	201	175	376	53.5	46.5	7.1	5.0
39 000 - 41 999	295	302	597	49.4	50.6	10.4	8.6
42 000 - 44 999	229	263	492	46.5	53.5	8.1	7.5
45 000 and over	1 123	1 936	3 059	36.7	63.3	39.6	55.2
Total*	2 837	3 508	6 345	44.7	55.3	100.0	100.0
Median Salary	\$41 323	\$46 500	\$44 307				

Source: September School Report, 1987.

Note: Data are not comparable to previous years due to the extension of public funding to Grade 11 in Roman Catholic separate schools in 1985, to Grade 12 in 1986, and to Grade 13 in 1987.

* Does not include teachers who did not report their salary: 104 women and 45 men in 1987.

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ISSN 0843-4077

THE STATUS OF WOMEN AND EMPLOYMENT EQUITY IN ONTARIO SCHOOL BOARDS

*Report to the Legislature
by the Minister of Education
1989*



Ministry
of
Education
Ontario

Sean Conway, Minister
Robert L. Milton, Deputy Minister

ERRATA

English Version

Page 35, **PULL QUOTE** should read as follows:

In 1988, 12.1 per cent of supervisory officers were female.

Page 44, Table 3.6, Total column heading should read as follows:

	Total
<u>No.</u>	<u>%</u>
	Women


Page 51, Table 3.9, column headings should read as follows:

Elementary	Secondary.....
No. of Positions Females	No. of Positions Females
No. of Positions Females	No. of Positions Females
% of Females	% of Females

Version Française

Page 37, LA NOTE MARGINALE devrait se lire comme suit:

En 1988, 12,1 pour 100 des postes d'agente et d'agent de supervision étaient occupés par des femmes.



The Status of Women and Employment Equity in Ontario School Boards

**Report to the
Legislature by the
Minister of Education**

1989



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Ministry
of
Education
Ministère
de
l'Éducation

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Mowat Block
Queen's Park
Toronto, Ontario
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Édifce Mowat
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To: The Members of the Legislative Assembly
Province of Ontario

It is my privilege to present the fourth annual Ministry of Education report to the Legislature on the status of women and affirmative action/employment equity in Ontario school boards.

A handwritten signature in black ink, appearing to read "Conway", with a long horizontal stroke extending from the bottom.

Sean Conway
Minister of Education
March 1990

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Introduction

This is the fourth annual report to the Legislature by the Minister of Education on the status of women and employment equity in Ontario school boards.*

Although the Ministry of Education has been actively promoting employment equity for women in school boards for many years, progress has been slow. Policy/Program Memorandum No. 92, released in December 1986, requested that school boards adopt a minimum objective of 30 per cent female representation in all positions and at all levels of employment by the year 2000. To date, this objective has only been achieved in the category of elementary school vice-principal (35.4 per cent).

The report shows that much remains to be done to raise and diversify the occupational distribution of women in the educational system, as women continue to be underrepresented in positions of added responsibility: 18.9 per cent are elementary school principals, 11.7 per cent are secondary school principals, 12.1 per cent are supervisory officers, and as of January 1990, 5 women are directors of education.

Because little change has taken place, the former Minister of Education, the Honourable Chris Ward, announced at the Focus on Leadership II conference in March 1989 that the objective for supervisory officer, principal, and vice-principal will be raised from the current target of 30 per cent to 50 per cent by the year 2000. In addition, school boards will be required to put in place an employment equity program for women, effective September 1990.

Given the increasing number of women eligible for senior positions in the educational system, the implementation of an employment equity program for school boards will help to ensure that a representative number of senior positions will be held by women.

Since 1985, 104 school boards have participated for at least one year in the Affirmative Action/Employment Equity incentive fund and nearly \$4.5 million has been provided in grants. The last year that school boards could access the incentive fund was 1989. These grants have given school boards the opportunity to put the necessary mechanisms in place to develop and implement employment equity programs for September 1990.

* The term "employment equity" is used throughout this report to replace "affirmative action" and "equal opportunity", except in instances where it is necessary to use these terms, for example, within a historical context.

The report is divided into four parts. Part 1 outlines the ministry's initiatives with respect to employment equity policies, strategies, and goals for women in both the educational system and the ministry. Part 2 describes the Affirmative Action/Employment Equity Incentive Fund program, including some of the employment equity initiatives implemented by school boards. Part 3 profiles male and female employment in school boards, based on data from the Affirmative Action Data Base, which links information from the ministry's Teaching Staff Report and the 1988 September Board Report. Part 4 compares 1978 and 1988 data on male and female employment for the public school system; 1987 and 1988 data for the Roman Catholic secondary panel; and 1985 and 1988 data for the Roman Catholic elementary panel. At the end of Parts 2, 3, and 4 are tables with the data discussed in the text.

1. Policies and Strategies for Achieving Employment Equity

Ministry Initiatives

Fourteen educational organizations, together with the Ministry of Education and the Ontario Women's Directorate, sponsored the Focus on Leadership II: Affirmative Action in School Boards conference held in Toronto on March 30-31, 1989. This conference was held five years after the Focus on Leadership I conference, at which time boards were encouraged to put in place employment equity programs for women employees.

The Focus on Leadership II conference was designed to consider what has been accomplished in that time period and what further needs must be addressed to raise and diversify the occupational distribution of women employees in school boards. More than three hundred delegates from school boards across the province attended the conference, including directors of education, chairpersons, and employment equity practitioners. Also present were representatives of the fourteen sponsoring organizations:

Association des Enseignantes et des Enseignants Franco-Ontariens
Association Française des Conseils Scolaires de l'Ontario
Federation of Women Teachers' Associations of Ontario
Ontario Association of Education Administrative Officials
Ontario Association of School Business Officials
Ontario Catholic Supervisory Officers' Association
Ontario English Catholic Teachers' Association
Ontario Public School Boards Association
Ontario Public School Teachers' Federation
Ontario Secondary School Teachers' Federation
Ontario Separate School Business Officials' Association
Ontario Separate School Trustees' Association
Ontario Teachers' Federation
Women in Educational Administration Ontario

At the conference the Minister of Education, the Honourable Chris Ward, announced that effective September 1990, all school boards across the province will be required to establish and maintain employment equity policies with respect to the hiring and promotion of women. Mr. Ward also stated that he expects school boards to develop plans to put these policies into effect and to designate senior officials responsible for the co-ordination of the plans. The objective concerning the representation of women in certain positions of added responsibility, the Minister said, will be raised beyond the current target of 30 per cent to 50 per cent by the year 2000. The new goal will apply to the positions of supervisory officer, principal, and vice-principal. The 30 per cent goal will remain in effect for all other occupational categories.



***Women make up
57.2 per cent of
the Ministry of
Education's
workforce***

Other features of the Minister's announcement included the following:

- Boards will be required to submit annual employment data, including projected vacancies, to the Ministry of Education.
- Public accountability will be ensured through the annual publication of board achievements by the ministry.
- The ministry will periodically audit school boards' employment equity policies and plans.
- The certification program for principals and supervisory officers will reflect employment equity. The Minister also indicated that he felt a similar emphasis can be developed for teacher training programs.
- A Minister's Advisory Panel, composed of representatives of shareholder groups, will be appointed to assist in achieving employment equity for women in education.

Policy/Program Memorandum No. 111, "Employment Equity for Women in School Boards", released February 1990, provides school boards with more specific information concerning these announcements.

Bill 69

On February 27, 1989, Clause 1(1) (ZC) in Bill 69, "An Act to Amend the Education Act", received royal assent. This clause empowered the Minister to require boards to establish and maintain a policy of affirmative action with respect to the employment and promotion of women.

Employment Equity Unit Initiatives

The Employment Equity Unit within the ministry's Human Resources Branch undertakes program and policy initiatives to help improve the status of women in the educational system and provides leadership for the ministry's employment equity program for its own employees. The unit co-operates with various ministry branches and with other ministries and agencies in undertaking these initiatives. Some of the activities of the Employment Equity Unit for 1989 are described below.

Expanded Employment Equity Mandate and Unit Name Change

Consistent with the Ontario Public Service policy announced in 1987, the Ministry of Education's employment equity program for women employees was expanded to address the concerns of racial minorities, persons with disabilities, francophones, and aboriginal people. To reflect this broader focus the name of the unit was changed in 1989 from Equal Opportunity/Affirmative Action Unit to Employment Equity Unit.

Employment Equity Goals and Timetables

Based on a workforce survey of all Ontario Public Service employees, corporate employment equity goals and timetables have been developed for 1990-91 for the five designated groups. Each ministry is expected to develop an action plan to help meet these goals.

An interministerial committee sponsored by the Ministry of Citizenship has developed recommendations concerning expanding the mandate to include other designated groups within the broader public sector, including school boards.

Initiatives to Improve Women's Occupational Distribution

Women make up 57.2 per cent of the Ministry of Education workforce, but they are unevenly distributed within occupational groups (see Figure 1).

The ministry has undertaken several initiatives to help improve the distribution of women within the occupational groups. These are to:

- increase the pool of qualified women through on-the-job training, job rotations, secondments, special assignments, and special development programs;
- lend support and encourage women to explore career options through formal and informal networks.

In keeping with the Minister of Education's announcement with respect to school boards and in recognition of the ministry's responsibility to provide leadership, a plan has also been implemented to increase the representation of women in senior positions in the ministry to 50 per cent or greater. Senior management is expected to develop strategies to increase the number of women in senior positions within branches and regional offices. These strategies are to be included in the ministry's annual human resources action plan, "Strategies for Renewal", for 1990-91.

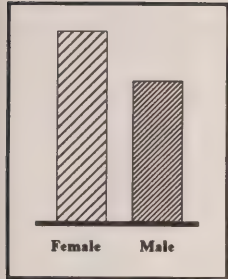
Work and Family Responsibilities

In March 1989 the Ministry of Education's Senior Women's Network, in co-operation with the Human Resources Branch, sponsored a workshop on work and family responsibilities. The format included presentations by panelists and small group discussions in which ministry staff participated.

The recommendations developed as a result of the workshop were included in a report to the Deputy Minister. The recommendations will help give direction to the ministry with regard to the development of initiatives to improve the harmonization of work and family responsibilities of ministry employees.

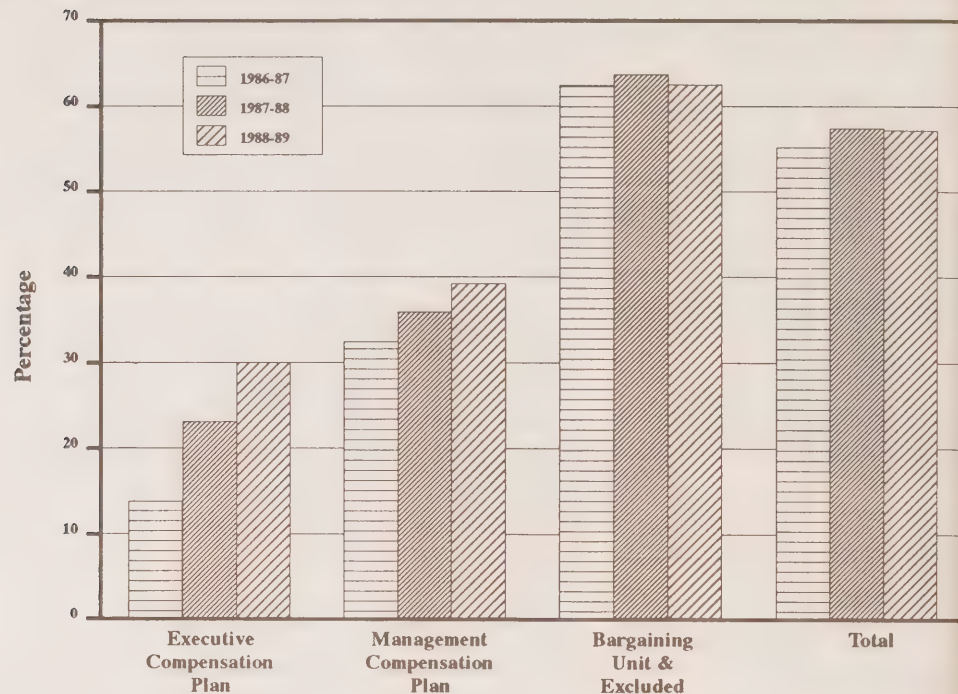
Employment Equity Data Collection Project

As part of the overall provincial data collection, the Ministry of Education collects employment equity data on the occupational and salary distribution of male and female staff, job competitions, and the status of employment equity programs in each school board. This is undertaken in co-operation with the Ontario Women's Directorate and other ministries that administer incentive funds for broader public sector organizations (colleges, hospitals, municipalities, school boards, and universities). The Employment Equity Unit works with the ministry's Information Analysis and Consultation Unit in the Policy Analysis and Research Branch to develop the data reporting requirements and format for school boards. The September Board Report has been revised to incorporate information on board activities related to employment equity.



Women account for approximately 57 per cent of school board staff in Ontario

Figure 1: Ministry of Education Workforce Profile: Classified Female Employees, 1987-88



Source: Integrated Payroll Personnel and Employee Benefits Services Report 237A: September 30, 1986, March 27, 1988, and April 12, 1989.

Note: Senior management are covered under the executive compensation plan: in 1988-89, 30 per cent in this category (9 employees) were female, up from 23 per cent (7 employees) in 1987-88. Middle management are covered under the management compensation plan: in 1988-89, 39.2 per cent (135 employees) were female; in 1987-88 the figure was 35.9 per cent (122 employees). In the bargaining unit and excluded category women made up 62.5 per cent of the total (718 employees) for 1988-89, and 63. per cent (733 employees) for 1987-88.

Job competition data, for instance, are collected by sex and include the number of applicants, the number interviewed, and the number appointed. This section was optional in September 1988; it is mandatory as of September 1989.

The section on staff training and development includes data on the amount of money boards allocate to female and male employees for training. The 1988 data have been reviewed and the format for the 1989 September Board Report has been modified. This section remains optional for September 1989.

Minister's Report to the Legislature

The third annual report of the Minister of Education on the status of women and employment equity in Ontario school boards was released at the Focus on Leadership II conference on March 30, 1989. The report documents the status of female employees in the Ontario educational system as of September 30, 1988.

Resources

At the Focus on Leadership II conference, two 15-minute videos, "The Balancing Act" and "L'équilibre", were premiered. The videos are designed to encourage and support the implementation of employment equity initiatives for women in Ontario school boards. Featured in each video are five individuals in the Ontario educational system who share their thoughts and experiences concerning ways to address the employment inequities for women in the educational system.

School Board Network Newslines, a newsletter launched in 1987 and distributed three times a year, provides information about school boards' employment equity programs. Written by staff of the Employment Equity Unit, *Newslines* features events of interest to the employment equity community, highlights of special initiatives undertaken, and relevant statistics.

The Affirmative Action/Employment Equity Model Workshop Kit was developed in English and French by the Employment Equity Unit in 1988 and updated in January 1989. It was designed to be used by employment equity practitioners of school boards for information and training sessions with board administrative and elected officials responsible for the hiring and promotion of staff.

A selected bibliography listing employment equity reference materials has recently been updated by the Employment Equity Unit in co-operation with the ministry's Information Centre. Items from this bibliography are available on loan through various corporate, board, or public libraries.

European Educators' Presentation

Summer seminars for European educators, co-ordinated by the Ministry of Education, Education Liaison and Exchange Branch, bring more than eighty educators from several European countries to Ontario during July and August. For the third year, the co-ordinator of the Employment Equity Unit participated in the seminar program by providing a session on women in education in Canada, followed by an informal question-and-answer exchange on employment equity issues of mutual concern.

Women in Leadership Seminar

The Ministry of Education's Education Liaison and Exchange Branch co-ordinates the Women in Leadership seminar to provide women in the educational system in Ontario with the opportunity to travel and learn about the status of women and educational issues in European countries.

The 1989 seminar was cancelled because of the small number of would-be participants. "The Changing Roles of Women in Europe" will be the focus of the 1990 seminar, to be held on July 15-28 in Würzburg and Berlin (Federal Republic of Germany).

Summer Experience '89

In 1989 the Employment Equity Unit operated its third Summer Experience Program, which involved employment equity school board projects. This program, jointly sponsored by the Ministry of Skills Development and the Ministry of Education, met with such success in its first two years that both ministries decided to continue the program.

In the three years of operation, thirty-six students have participated in this program. This year ten students participated in employment equity projects in school boards in two Northern Ontario regions, as well as the Central, Eastern, and Western regions. A student hired by the Employment Equity Unit co-ordinated the program.

These projects included employment equity research, revision of career planning guides, preparation of inclusionary language policies, and development of non-traditional employment workshop models. The projects resulting from Summer Experience '89 will encourage the implementation of future employment equity initiatives within the participating boards.

Networks

Regular network meetings of both public and private sector organizations engaged in employment equity are held frequently during the year.

Cross-sector networks are attended by employment equity personnel from community colleges, hospitals, municipalities, school boards, universities, and government offices within a given region.

Regional school board networks meet several times a year to address particular issues of concern to employment equity practitioners in the given region. Frequently these meetings are co-ordinated by ministry regional education officers who have responsibility for employment equity.

Affirmative Action/Employment Equity School Board Network meetings, hosted by one or more boards within a region, have been held three times a year on a rotating regional basis. Beginning in 1989 meetings will only be held twice a year, in the spring and fall. In preparation for these meetings, boards are supported by staff from the Ontario Women's Directorate and the Ministry of Education Employment Equity Unit, together with designated education officers from the ministry's regional offices. These network meetings allow employment equity co-ordinators to discuss significant issues and exchange program information.

Workshops are frequently led by employment equity co-ordinators from school boards, university professors, federation personnel, and consultants involved in employment equity issues.

Network meetings were held in the fall of 1988 and the winter, spring, and fall of 1989 in Niagara Falls, Kingston, Toronto, and Sault Ste. Marie, respectively.



2. Employment Equity and Incentive Fund Targets for School Boards

School Board Staff

In 1987-88, 64 per cent of Ontario's teaching staff were women, but the majority of senior decision makers were men.

In recent years there has been a notable increase in the number of women who have obtained the supervisory officer's certificate and the principal's qualification (see Table 2.1). Since 1980, 3 807 women (39 per cent of the total) have qualified as principals; 389 women have successfully completed supervisory officer examinations, or 33 per cent of the total receiving this certificate.

Despite the increase in the number of women qualified for and interested in these positions of added responsibility, as shown in Table 2.1, comparatively few women are in them (see also Tables 3.8 and 3.9).

In 1985 the ministry began to collect data on non-teaching employees in order to monitor the progress of employment equity programs. Non-teaching employees in most school boards continue to be clustered by sex in traditional occupational categories, such as clerical and secretarial positions, which are predominately female. A few boards have promoted women to the position of head custodian.

The Affirmative Action/Employment Equity Incentive Fund Program

In 1985 school boards became the first organizations in the broader public sector to receive grants through the Affirmative Action/Employment Equity Incentive Fund, which was established by the Ministry of Education and the Ontario Women's Directorate. The fund was designed to assist boards in developing and implementing an effective, results-oriented employment equity program in order to raise and diversify the occupational distribution of women employees.

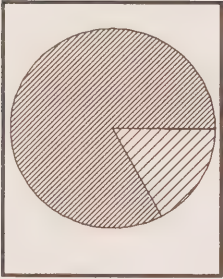
Boards were able to access a maximum of \$51 000 in any three years between 1985 and 1989. The 1989 review process identified 104 school boards that have participated in the incentive fund program, with grants totalling \$4 487 014.79.

As stated in Policy/Program Memorandum No. 92 (December 1986), school boards should now be able to demonstrate evidence of significant progress towards the achievement of an environment that exemplifies sex equity.

Grants and Eligibility Criteria

Boards were encouraged to apply for the one-time special grant and the program development grant, which were offered through the incentive fund:

One-Time Special Grant	Maximum \$ 3 000
Program Development Grant	Maximum \$20 000 (Year 1)
	Maximum \$18 000 (Year 2)
	Maximum \$10 000 (Year 3)
Total Possible Grant	Maximum \$51 000



Since 1985, 104 boards (83 per cent) have participated in the incentive fund for at least one year

Program development grants were limited to a maximum of 75 per cent of the total costs of the approved initiatives to be undertaken by the boards. All monies received from the fund were subject to audit by the provincial auditor and the Ministry of Education.

Each board was expected to include in the program special measures and initiatives for women employees as part of its results-oriented focus. Approved activities included awareness sessions, communication programs, review and revision of employment systems, and various policy and program initiatives.

To be eligible for a grant, a board had to:

- formally adopt an employment equity policy for all female employees of the board, teaching and non-teaching; or
- include special measures and initiatives for all female employees (both teaching and non-teaching staff) as part of a formally adopted equal opportunity policy for all employees.

Administration

The Employment Equity Unit administers the Affirmative Action/Employment Equity Incentive Fund and provides co-ordination for the broader public sector program in co-operation with the Ontario Women's Directorate. Designated education officers within each of the ministry's six regional offices play a key role in the administration of the incentive fund program by providing liaison between the school boards and the Employment Equity Unit. From 1984 to 1988 school boards across Ontario were sent, prior to the end of the calendar year, copies of the Affirmative Action/Employment Equity Incentive Fund proposal applications and guidelines, and year-end reports. All new applications were carefully examined for congruence with the eligibility criteria.

Participating boards are required to complete a year-end report, which must:

- contain a complete financial statement;
- describe the implementation of initiatives as originally approved.

The review committee can request further information, clarification, and modification of a school board's application and/or year-end report.

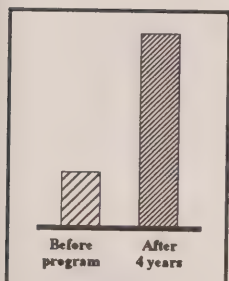
School Board Participation

It was originally estimated that 126 out of 182 school boards were likely to participate. (Excluded from the calculation were very small boards, isolated boards, Canadian Forces boards, and treatment centres.) The 1989 review

process reviewed applications from two first-time school boards and thirty-three school boards that wished to continue receiving the grant.

Since 1985, of the boards likely to participate in the fund, 104 boards (83 per cent) have done so for at least one year, with grants from 1985-89 totalling \$4 487 014.79.

Table 2.2 summarizes the funds allocated to participating boards by region; Table 2.3 shows the participation in the incentive fund by year.



Before the Affirmative Action/Employment Equity Incentive Fund was established, only 28 school boards had affirmative action/employment equity programs; after four years of the incentive fund program, this number increased to 97

School Board Initiatives

Each school board's approach to employment equity is unique, as each plan must be tailored to meet the particular needs and circumstances of the organization. Most employment equity programs, however, incorporate the following elements:

- policy statement
- employment equity committee
- employment equity co-ordinator
- action plan with goals and timetables

Ontario school boards report in two ways on their employment equity initiatives for women employees: in a section of the September Board Report (all boards); and through the Affirmative Action/Employment Equity Incentive Fund year-end reports (boards participating in the incentive fund program). The data discussed in Part 2 have been extracted from these two sources.

Policy Statement

To participate in the Affirmative Action/Employment Equity Incentive Fund program, school boards have adopted an employment equity policy statement, which might include the following:

In demonstrating its commitment to achieving equal employment opportunity, the board hereby undertakes a program of employment equity for its women employees in order to diversify their occupational distribution within the system and to eliminate barriers to their full and equal participation in employment.

Table 2.4 shows the number of boards by board size that adopted employment equity policies for women employees prior to 1985 and from 1985 to 1988 inclusive. The data show that a total of 97 boards adopted these policies, with 4 of them doing so in 1988.

Of the 126 boards considered most likely to participate in the incentive fund, 45 have 400 or fewer employees, 32 have 401 to 1000 employees, and 49 have 1001 or more employees. Table 2.5 shows that by 1988, of the boards considered likely to participate in the incentive fund, 85 per cent have adopted policies for women employees.

It is crucial to the success of an employment equity program that the policy to raise and diversify the occupational distribution of women employees be communicated widely. This helps to promote progress regarding the status of

women employees in the educational system. Table 2.6 shows selected implementation activities as reported by the 80 boards that submitted incentive fund year-end reports for 1988. The three activities most frequently reported were:

- communication of policy to all staff;
- employment equity committee established;
- awareness sessions conducted for management.

Employment Equity Committees

Many school boards have found it useful to establish an employment equity committee to advise on issues related to the status of women employees. Representation on such committees usually involves individuals from all functional areas within the board, including teaching and non-teaching staff. The employment equity co-ordinator is normally a key member of this committee.

Data from 50 of the 51 boards participating in the incentive fund program in 1988 have been analysed by the ministry. Forty-two (84 per cent) of the reporting boards indicated that an employment equity committee has been established. Of the boards with established committees, 40 (95 per cent) report that representatives from all employee groups are included.

Regular reports are provided to the director of education and to the trustees, in each case by 26 (52 per cent) of the committees.

Employment Equity Co-ordinators

The development and implementation of an employment equity plan usually requires the appointment of a co-ordinator who has the time, staff, and financial resources needed to plan, develop, co-ordinate, monitor, and evaluate the board's employment equity program. The co-ordinator functions in a consultative role to the director of education concerning employment equity policies and initiatives and maintains active liaison with appropriate committees, employee groups, and senior school board officials. The board as a whole is responsible and accountable for employment equity.

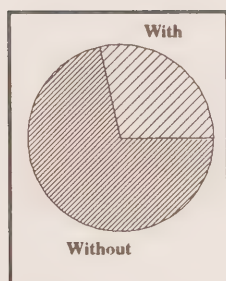
In September 1986 there were 68 boards employing either a full or part-time employment equity co-ordinator, as compared to 80 boards in September 1988. Table 2.7 shows the breakdown of co-ordinator positions by region.

Of the valid responses analysed from 50 of the 51 boards participating in the incentive fund in 1988, 19 (38 per cent) of the co-ordinators reported directly to the director of education, 25 (50 per cent) reported to staff other than the director, and 1 co-ordinator reported to a committee.

Action Plans

Before developing a plan of action, a board will find it useful to analyse all the relevant data by sex and to review employment-related policies and procedures to identify areas where change is needed.

Upon completion of the data analysis and policy review, the board should develop a detailed plan aimed at achieving employment equity.



Despite the need for a co-ordinator to develop and implement a board's employment equity plan, only 40 per cent, or 32 out of 80 boards participating in the incentive fund in 1988 have allocated a permanent position

Results-oriented goals and timetables are established with respect to the hiring, training, development, and promotion of women.

As part of the goal-setting activity, a board may develop a specific numerical targetting model for the hiring and promotion of women. Targets are based on such factors as anticipated turnover, expansion or contraction of the work force, availability of personnel with the required skills, and the possibility of on-the-job training. These goals are not quotas but rather are kept flexible and are reviewed and revised annually. Longer-range goals and timetables may also be set.

In Policy/Program Memorandum No. 92 (December 1986), the Ministry of Education requested that all Ontario school boards set the goal of raising and diversifying the occupational distribution of women to a minimum of 30 per cent in all occupational categories by the year 2000. The new goal of 50 per cent representation of women for the positions of supervisory officer, principal, and vice-principal for the year 2000 will be part of the policy that comes into effect September 1990. The 30 per cent goal in all other occupational categories will remain in effect.

To date, only 19 (38 per cent) of the boards participating in the incentive fund have implemented an employment equity plan that includes the objective of at least 30 per cent female representation in all job categories, as requested in the 1986 memorandum. As well as program goals and timetables, the action plan should include strategies for evaluating and monitoring the progress of a board's employment equity program.

Thirty-four boards in the incentive fund (68 per cent) have developed formal employment equity plans. Fourteen (28 per cent) have yet to do so. One board noted that its plan was in progress, and one board did not answer the question.

Some of the planned activities to help raise and diversify the occupational distribution of women employees might include an active search for women for job areas where they are underrepresented, provision of awareness sessions for all employees, and special training and development programs for women employees.

In the 1988 calendar year, with grants from the Affirmative Action/Employment Equity Incentive Fund, Ontario school boards were able to achieve many of the strategies outlined in their action plans. Table 2.8 identifies some of the activities undertaken by boards in 1988, as reported in the eighty incentive fund year-end reports.

Table 2.1: Successful Female Candidates for the Principal's Qualification and the Supervisory Officer's Certificate

Year	Principal's Qualification		Supervisory Officer's Certificate	
	No.	% of All Candidates	No.	% of All Candidates
1980	130	27	38	22
1981	123	22	31	24
1982	580	32	19	26
1983	255	30	35	32
1984	302	36	24	27
1985	377	42	36	30
1986	453	45	48	40
1987	476	46	46	35
1988	545	53	48	43
1989	566	54	64	51

Source: Centre for Teacher Education, Registrar Services Unit, Ontario Ministry of Education, 1989.

Table 2.2: Affirmative Action/Employment Equity Incentive Fund: School Board Participation, 1985-89

Region	Year					Total Boards in the Fund ^d	
	1985	1986	1987 ^a	1988 ^b	1989 ^c	No.	%
Central	20	34	38	18	11	40	91
Eastern	10	13	26	7	5	17	100
Midnorthern	3	5	3	4	1	7	47
Northeastern	7	9	8	9	7	15	88
Northwestern	2	4	3	4	4	8	57
Western	8	13	11	9	7	17	81
Total	50	78	79	51	35	104	83

Source: Human Resources Branch, Ontario Ministry of Education, 1989.

^a Forty-one school boards completed their final year of eligibility in 1987.

^b Seventeen school boards completed their final year of eligibility in 1988.

^c Twenty-one school boards completed their final year of eligibility in 1989.

^d Based on 126 boards; excludes boards such as very small boards and those that do not operate schools.

Table 2.3: Affirmative Action/Employment Equity Incentive Fund Grants to School Boards, 1985-89: Summary by Region/Board

Region/Board	Program Development Grant (\$)					One-Time Special Grant (maximum \$3 000)				
	1985	1986	1987	1988	1989	1985	1986	1987	1988	1989
Central Region (44 boards)										
Borden CFB B of E				20 000	18 000				x	
Brant County B of E	10 594	16 568	10 000				x			
Brant County RCSSB	15 000	18 000	10 000			x				
Dufferin County B of E				20 000	18 000		x			
Dufferin-Peel RCSSB		20 000	18 000	10 000			x			
Durham B of E	20 000	18 000	10 000			x				
Durham Region RCSSB	15 355.50	18 000	10 000			x				
East York B of E										
Etobicoke B of E										
Haldimand B of E			20 000	18 000	10 000				x	
Haldimand-Norfolk RCSSB	3 758.50	6 818	10 000			x				
Haliburton County B of E			20 000	17 213	10 000		x			
Halton B of E			20 000						x	
Halton RCSSB	12 337.75	18 000	10 000			x				
Hamilton B of E		20 000	18 000	10 000					x	
Hamilton-Wentworth County RCSSB		20 000	18 000	10 000			x			
Hastings County B of E	13 828.50	18 000	10 000			x				
Hastings-Prince Edward County RCSSB			20 000	18 000	10 000				x	
Lincoln County B of E		20 000	18 000	10 000			x			
Lincoln County RCSSB			20 000	18 000	10 000		x			
Metro Toronto School Board										
Metro Separate School Board	20 000	18 000	10 000			x				
Niagara South B of E	20 000	18 000	10 000			x				
Norfolk B of E	4 874	3 750	10 000			x				
North York B of E	20 000	18 000	10 000				x			
Northumberland-Newcastle B of E	18 165	17 925	10 000			x				
Peel B of E		20 000	18 000	10 000		x				
Peterborough County B of E	5 916	18 000	10 000						x	
Peterborough-Victoria-										
Northumberland-Newcastle RCSSB	19 327.61	18 000	10 000			x				
Prince Edward County B of E	20 000	18 000	10 000				x			
Scarborough B of E	20 000	18 000	10 000			x				
Simcoe County B of E		20 000	18 000		10 000		x			
Simcoe County RCSSB	7 322.63		18 000		10 000		x		x	
Toronto B of E	20 000	18 000	10 000			x				
Victoria County B of E		20 000	18 000	10 000			x			
Waterloo County B of E		20 000	18 000	10 000			x			
Waterloo County RCSSB			20 000	18 000	10 000		x			
Welland County RCSSB		20 000	18 000	10 000			x			
Wellington County B of E			20 000	18 000	10 000		x			
Wellington County RCSSB		20 000	18 000	10 000			x			
Wentworth County B of E			20 000	18 000	10 000				x	
York B of E	20 000	18 000	10 000				x			
York Region B of E										
York Region RCSSB	20 000	18 000	10 000			x				

Central Region		
Totals by Year	1985	\$ 351 479.49
	1986	569 061.00
	1987	566 000.00
	1988	258 213.00
	1989	126 000.00
Total		\$1 870 753.49

Table 2.3 (continued)

Region/Board	Program Development Grant (\$)					One-Time Special Grant (maximum \$3 000)				
	1985	1986	1987	1988	1989	1985	1986	1987	1988	1989
Eastern Region (17 boards)										
Carleton B of E	20 000	18 000	10 000			x				
Carleton RCSSB			20 000	18 000	10 000			x		
Frontenac County B of E	18 737.50	18 000	10 000			x				
Frontenac-Lennox-Addington County RCSSB	20 000	18 000	10 000			x				
Lanark County B of E	20 000	18 000	10 000			x				
Lanark-Leeds-Grenville RCSSB		20 000	18 000	10 000			x			
Leeds-Grenville County B of E	20 000	18 000	10 000			x				
Lennox-Addington County B of E		20 000	18 000	18 000	10 000		x			
			(returned)							
Ottawa B of E	20 000	18 000	10 000			x				
Ottawa RCSSB	20 000	18 000	10 000			x				
Petawawa CFB B of E			20 000	18 000	10 000			x		
Prescott-Russell County B of E	20 000	18 000	10 000			x				
Prescott-Russell County RCSSB	20 000	18 000	10 000			x				
Renfrew County B of E			20 000	18 000	10 000			x		
Renfrew County RCSSB				20 000	18 000				x	
Stormont-Dundas-Glengarry County B of E	20 000	18 000	10 000			x				
Stormont-Dundas-Glengarry County RCSSB		20 000	18 000	10 000				x		

Eastern Region		
Totals by Year	1985	\$228 737.50
	1986	249 000.00
	1987	223 000.00
	1988	115 000.00
	1989	58 000.00
Total		\$873 737.50

Table 2.3 (continued)

Region/Board	Program Development Grant (\$)					One-Time Special Grant (maximum \$3 000)				
	1985	1986	1987	1988	1989	1985	1986	1987	1988	1989
Midnorthern Region (15 boards)										
Central Algoma B of E	7 210	12 155				x				
Chapleau B of E										
Chapleau RCSSB										
Espanola B of E	7 631.63	13 500	10 000			x				
Hornepayne B of E										
Manitoulin B of E										
Michipicoten B of E										
Michipicoten RCSSB										
North Shore B of E		5 625	18 000	10 000			x			
North Shore RCSSB									x	
Sault Ste. Marie B of E	11 573.25	18 000	10 000			x				
Sault Ste. Marie RCSSB				20 000			x			
Sudbury B of E				20 000	18 000					
Sudbury RCSSB										

Midnorthern Region		
Totals by Year	1985	\$ 35 414.88
	1986	55 280.00
	1987	38 000.00
	1988	53 000.00
	1989	18 000.00
Total		\$199 694.88

Table 2.3 (continued)

Region/Board	Program Development Grant (\$)					One-Time Special Grant (maximum \$3 000)				
	1985	1986	1987	1988	1989	1985	1986	1987	1988	1989
Northeastern Region (17 boards)										
Cochrane-Iroquois Falls										
Black River-Matheson B of E			20 000	18 000	10 000					x
Cochrane-Iroquois Falls										
Black River-Matheson RCSSB	10 733	18 000					x			
East Parry Sound B of E		18 375	18 000	10 000						
Hearst B of E										
Hearst District RCSSB	8 625	14 738					x			
Kapuskasing B of E				20 000	18 000					x
Kapuskasing District RCSSB	6 000	18 000	10 000			x				
Kirkland Lake B of E	10 683.88	18 000	10 000					x		
Kirkland Lake RCSSB		20 000	18 000	10 000						
Muskoka B of E				20 000	18 000					x
Nipissing B of E	3 750	18 000		10 000		x				
Nipissing District RCSSB	8 408	18 000	10 000			x				
Timiskaming B of E			9 000	18 000	10 000			x		
Timiskaming District RCSSB				20 000	18 000					
Timmins B of E					20 000					
Timmins District RCSSB										
West Parry Sound B of E	4 219.50	18 000	10 000				x			

Northeastern Region		
Totals by Year	1985	\$ 61 271.99
	1986	170 113.00
	1987	111 000.00
	1988	141 000.00
	1989	97 000.00
Total		\$580 384.99

Table 2.3 (continued)

Region/Board	Program Development Grant (\$)					One-Time Special Grant (maximum \$3 000)				
	1985	1986	1987	1988	1989	1985	1986	1987	1988	1989
Northwestern Region (14 boards)										
Atikokan B of E										
Dryden B of E										
Dryden District RCSSB										
Fort Frances-Rainy River B of E	7 500	12 889					x			
Fort Frances-Rainy River RCSSB										
Geraldton B of E				20 000	18 000					
Geraldton District RCSSB									x	
Kenora B of E		20 000	18 000	10 000			x			
Kenora District RCSSB										
Lakehead B of E	8 616	18 000	10 000				x			
Lakehead District RCSSB		20 000	18 000	10 000			x			
Lake Superior B of E					20 000					
Nipigon-Red Rock B of E					20 000					
North of Superior District RCSSB				20 000	18 000					
Red Lake B of E									x	

Northwestern Region		
Totals by Year	1985	\$ 16 116.00
	1986	82 889.00
	1987	46 000.00
	1988	66 000.00
	1989	82 000.00
Total		\$293 005.00

Table 2.3 (continued)

Region/Board	Program Development Grant (\$)					One-Time Special Grant (maximum \$3 000)				
	1985	1986	1987	1988	1989	1985	1986	1987	1988	1989
Western Region (21 boards)										
Bruce County B of E										
Bruce-Grey County RCSSB			20 000	18 000	10 000				x	
Elgin County B of E			6 000				x			
Elgin County RCSSB										
Essex County B of E			20 000	18 000	10 000				x	
Essex County RCSSB	12 948	18 000	10 000				x			
Grey County B of E			15 300	18 000	10 000		x			
Huron County B of E	12 690	18 000	10 000				x			
Huron-Perth County RCSSB										
Kent County B of E		20 000	18 000	10 000		x				
Kent County RCSSB		20 000	18 000	10 000		x				
Lambton County B of E		3 750					x			
Lambton County RCSSB				20 000	18 000		x			
London B of E										
London-Middlesex County RCSSB	20 000	18 000			10 000	x				
Middlesex County B of E				20 000	18 000		x			
Oxford County B of E	12 312.52	17 983	10 000			x				
Oxford County RCSSB				20 000						x
Perth County B of E			20 000	18 000	10 000			x		
Windsor B of E	5 365.41	12 000	8 852				x			
Windsor RCSSB	5 238	18 000	10 000				x			

Western Region		
Totals by Year	1985	\$ 77 553.93
	1986	181 733.00
	1987	169 152.00
	1988	155 000.00
	1989	86 000.00
Total		\$669 438.93

Grand Totals, All Regions		
Totals by Year	1985	\$ 770 573.79
	1986	1 308 076.00
	1987	1 153 152.00
	1988	788 213.00
	1989	467 000.00
Grand Total		\$4 487 014.79

Table 2.4: Affirmative Action/Employment Equity Policies Adopted, By Board Size

Year Affirmative Action/Employment Equity Policy Adopted	Board Size (no. of employees)			Total
	Up to 400	401 to 1000	1001 or more	
1975-84	4	2	15	21
1985	18	15	10	43
1986	5	4	5	14
1987	7	2	6	15
1988		2	2	4
Not Stated		1	1	2
Total	34	26	39	99

Source: September Board Report, 1988.

Note: Distribution is based on board size as of September 30, 1988.

Table 2.5: Boards With Affirmative Action/Employment Equity Policies That Were Likely to Participate in the Incentive Fund

Year	Board Size (no. of employees)			Total
	Up to 400	401 to 1000	1001 or more	
1986	53%	77%	73%	66%
1987	63%	87%	83%	76%
1988	80%	91%	86%	85%

Source: September Board Reports, 1988.

Table 2.6: Selected Implementation Activities, 1988

Implementation Activity	No. of Boards
Communication of policy to all staff	45
Awareness sessions conducted for trustees	35
Awareness sessions conducted for management	40
Affirmative action/employment equity committee established	41
Long- and short-term goals established	28
Production of affirmative action/employment equity resource materials	24

Source: Affirmative Action/Employment Equity Incentive Fund Year-End Reports, 1988.

Table 2.7: Co-ordinator Positions, by Region

Region	Full-Time Positions	Part-Time Positions	Total
Central	19	18	37
Eastern	5	9	14
Midnorthern	1	4	5
Northeastern	1	8	9
Northwestern	1	2	3
Western	5	7	12
Total	32	48	80

Source: September Board Reports, 1988.

Table 2.8: Selected Board Planning Activities, 1988

Planning Activity	No. of Boards Involved		
	Completed	In Progress	Total
Analysis by sex of board workforce	40	8	48
Data collection on job applications	12	27	39
Vacancy projections	19	19	38
Identification of qualified female resource pools	10	22	32
Attitudinal survey	18	12	30
Revision of selection criteria	6	30	36
Establishment of individual school plans	5	14	19
Establishment of numerical planning targets	1	8	9

Source: Affirmative Action/Employment Equity Incentive Fund Year-End Reports, 1988.

3. Analysis of Male/Female Employment, 1988

On September 30, 1988 provincial school boards employed approximately 149 000 full-time staff, of whom more than 57 per cent were women. The following analysis of employment data on occupational category and salary range gives a profile of the status of women in Ontario schools in 1988.

Data Collection and Analysis

The data were collected through the September School and Board Reports and, as in 1987-88, managed through the Affirmative Action Data Base.

The twenty-one occupational categories listed in the school and board reports were combined into four major occupational groups:

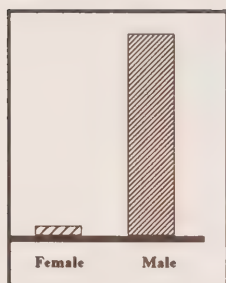
- Group 1 includes senior board personnel: directors/assistant directors of education and other supervisory officers.
- Group 1a includes consultants.
- Group 2 includes educational staff: principals/vice-principals, classroom teachers, department heads, and other teachers (those who do not hold a regular classroom position, such as librarians and guidance personnel).
- Group 3 includes non-educational staff: other professional staff, para-professionals, clerical/secretarial staff, and other staff on a board's payroll (supervisory and non-supervisory).

Only 2 per cent of the total workforce fall into Groups 1 and 1a; of the remaining 98 per cent, the majority are found in Group 2. For each group the breakdown is as follows: Group 1, 0.6 per cent of the total workforce; Group 1a, 1.4 per cent; Group 2, 72 per cent; and Group 3, 26 per cent.

At the end of Part 3 are tables with data on the distribution of employees, by sex, within occupational categories (Table 3.1); the distribution of employees by position and sex, within and across the four major occupational groups (Table 3.2); the distribution of full-time board employees by sex composition of the staff (all-male staff, all-female staff, both male and female staff) within each occupational category (Table 3.3); the distribution of employees by salary range for sex and type of duty (Tables 3.4-3.7); and the percentage of female supervisory officers and female elementary and secondary teachers who hold positions that involve administrative responsibilities (Tables 3.8-3.9).

The following limitations were considered when preparing the analysis and should be kept in mind when reading the tables:

- Because Group 2 includes educational staff from both public and Roman Catholic schools as well as from their respective school boards, data on the two publicly supported educational systems are not presented in separate sets of tables, as in Part 4.
- Although Teaching Staff Report data in Part 4 are virtually compatible with data from the Affirmative Action Data Base, there are minor technical discrepancies. For this reason, the data shown here and in Part 4 may vary slightly.
- Salary data are available only in categories. Frequency distributions by salary category are presented for the main personnel groups. The tables on elementary and secondary educational staff (Tables 3.6 and 3.7) include personnel who did not report their salary.
- The data are comparable with those in the 1987 report. They are not, however, comparable with data in the reports published prior to 1987 due to the extension of public funding to Grade 13 in Roman Catholic secondary schools.
- Although there were 178 school boards on September 30, 1988, the analysis (with the exception of Table 3.3 and Part 4, which include all boards) applies to only 162 boards. The 16 boards excluded from the analysis either do not operate schools or operate only educational programs or schools in treatment centres.



As of January 1990, only 4.2 per cent of the directors of education in Ontario were female

Occupational Categories

The 1988 analysis reveals that, as in 1987, women are underrepresented in positions of added responsibility (Table 3.1). Only 12.1 per cent of supervisory officers, 18.8 per cent of elementary principals, and 35.4 per cent of all elementary vice-principals are women, although they represent 75.2 per cent of all elementary classroom teachers.

In 1989 five women in Ontario school boards were promoted to the position of Director of Education:

Irene Anton, Timmins Board of Education

Joan Green, Board of Education for the City of Toronto (effective January 1990)

Veronica Lacey, Board of Education for the City of North York

Pauline Laing, Durham Board of Education

Carola Lane, Peterborough County Board of Education

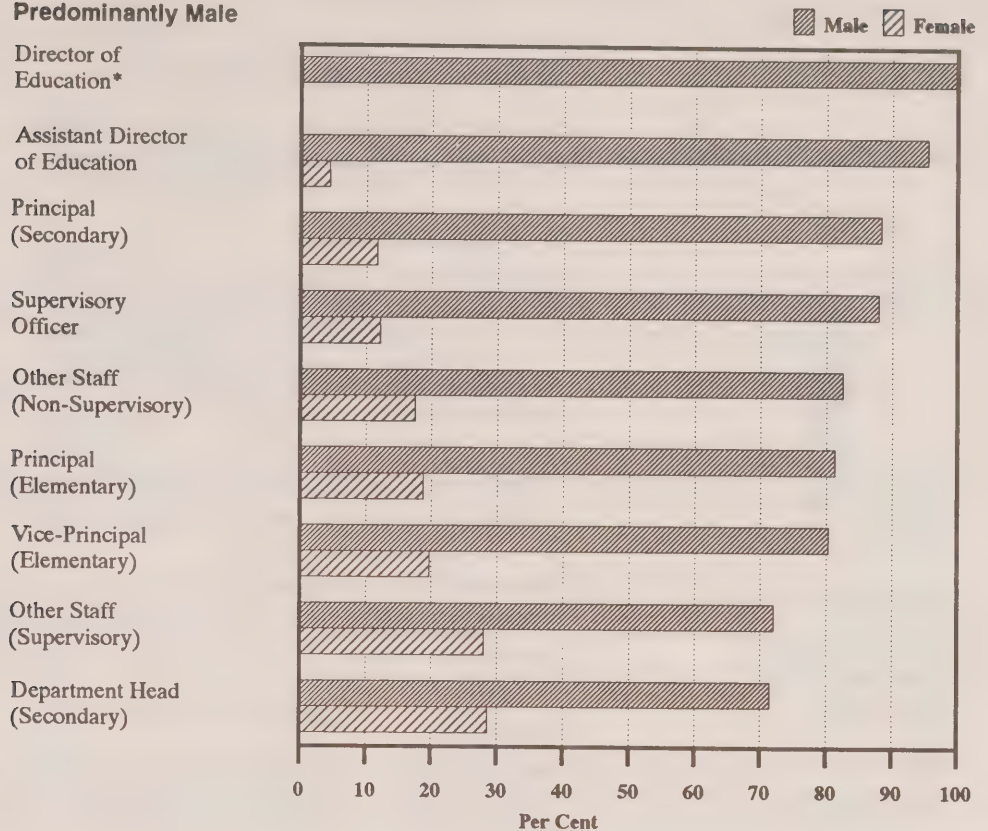
The female representation at this level is now more than 4 per cent.

The data also confirm the concentration of males and females in occupational categories traditionally associated with each gender. Nine of the twenty-one categories would, for example, be classed under current pay equity legislation as "male job classes" (job classes in which 70 per cent of the employees are men) and six as "female job classes" (classes in which 60 per cent of the employees are women).

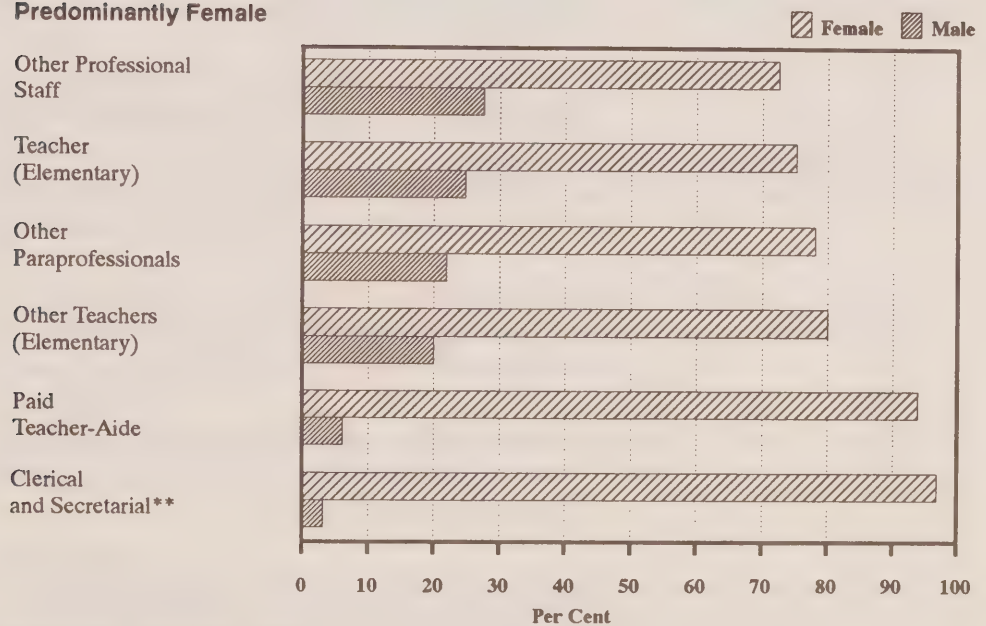
Figure 2 shows the fifteen job classifications and the predominant gender in each. Those classifications shown as "predominantly male" and "predominantly

Figure 2: Job Classifications with Predominant Gender

Predominantly Male



Predominantly Female



Source: Affirmative Action Data Base, 1988, and Tables 3.1, 3.4, and 3.5.

* Sixty-three per cent earn \$84 000 or more.

** Eighty-three per cent earn under \$24 000.

female” depict the enduring nature of traditional gender-related jobs in the educational workplace.

Major Occupational Groups

Full-time employees were analysed by position and sex, within and across the four major occupational groups (Table 3.2).

Groups 1 and 1a

Approximately 1.2 per cent of all male and 0.1 per cent of all female full-time employees were found in the most senior positions.

Approximately 8 per cent of all men in the senior positions are directors or assistant directors of education, as opposed to 0.1 per cent of all women.

Approximately 38 per cent of all men in the senior positions are supervisory officers, compared to about 8 per cent of all women.

Substantially more women than men are consultants. Of the 1 194 women in Groups 1 and 1a, 1 103 (92.4 per cent) are consultants; there are 913 male consultants of the 1 706 men in Groups 1 and 1a (53.5 per cent).

Group 2

About 8.5 per cent of all male educational staff are principals, as compared to slightly more than 1 per cent of all female educational staff.

Approximately 14 per cent of all male educational staff are department heads, as compared to about 4 per cent of all females in this group.

Seventy-five per cent of all female educational staff employed in schools are in the elementary panel, as compared to 43 per cent of all males.

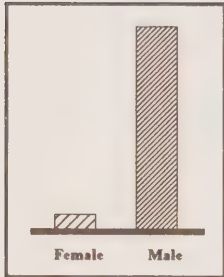
Approximately 85 per cent of all female educational staff employed in schools occupy positions as classroom teachers, as compared to 69 per cent of all males.

Group 3

Approximately 51 per cent of all females in Group 3 are in clerical and secretarial positions, as compared to 2 per cent of all males.

Approximately 80 per cent of all males in Group 3 are classified as other staff on board’s payroll (non-supervisory), as compared with about 14 per cent of all females in the same group.

Virtually equal numbers of men and women are employed in Group 3 positions. However, the male/female ratios for job categories within that group show that traditional gender associations in the workplace persist.



Approximately 1.2 per cent of all male and 0.1 per cent of all female full-time employees are found in the most senior positions

Sex Composition of Staff

The distribution of full-time board employees within each occupational category were analysed by sex composition (Table 3.3).

Group 1

Approximately 55 per cent of the boards reporting supervisory officers have an all-male supervisory officer staff.

Group 2

Of the boards operating secondary schools, about 62 per cent do not employ any female principals; approximately 41 per cent do not employ any female secondary vice-principals.

Group 3

About 48 per cent of all boards reporting paid teacher-aides had all-female staff in that category.

About 70 per cent of all boards reported an all-female clerical and secretarial staff.

Salary Distribution

In the following analysis of the frequency distribution for each of Groups 1, 1a, 2, and 3, it should be noted that Tables 3.4-3.7 exclude such variables as experience and qualifications, which may account for an undetermined amount of the male/female salary discrepancy. The tables on elementary and secondary educational staff (Tables 3.6 and 3.7) include personnel who do not report their salary.

Groups 1 and 1a

Approximately 74 per cent of all male supervisory officers earned \$75 000 or more, whereas only about 68 per cent of all female supervisory officers were in that salary range (see Table 3.4).

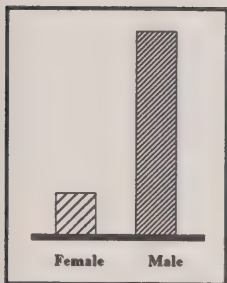
About 45 per cent of all male consultants earned \$57 000 or more. Only about 26 per cent of all female consultants were in that salary range (see Table 3.4).

Group 2

Although the majority of educational staff are employed in schools, those at board offices are also included in Group 2.

Group 3

The distribution of full-time staff by salary range, both for Group 3 as a whole and in the various job classifications (other paraprofessionals, technicians, clerical and secretarial staff, paid teacher-aides), shows a predominance of women in low-paying jobs (see Table 3.5). In this group, 77.4 per cent of all women and 20.1 per cent of all men receive salaries of \$23 999 or less.

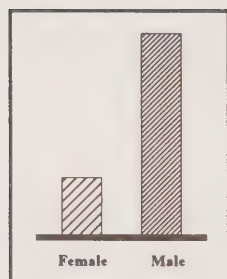


Approximately 38 per cent of all men in senior positions are supervisory officers, compared to 7 per cent of all women in senior positions

Almost 52 per cent of all women and 20.8 per cent of all men in clerical and secretarial positions earn less than \$21 000. However, only 6.1 per cent of the women, compared with 35.2 per cent of the men, in this job category earn \$27 000 or more.

In the paid teacher-aides category, 85.2 per cent of all women and 86.7 per cent of all men receive salaries under \$21 000.

In the other paraprofessionals category, 34.1 per cent of all women and 10.1 per cent of all men receive salaries under \$18 000.



Only 23 per cent of female non-educational staff earn more than \$24 000, as compared to 80 per cent of male staff

The male/female ratio for other professional staff (non-teaching) is relatively low compared to the ratio for other paraprofessionals, paid teacher-aides, and clerical and secretarial staff, but the pattern of salary distribution continues to show a higher proportion of women in the lower salary ranges and a higher proportion of men in the upper ranges.

About 12.5 per cent of all females employed as other professional staff earn under \$24 000 and about 8 per cent earn \$51 000 or more. By comparison, about 3 per cent of all males in this category earn under \$24 000, but about 28 per cent earn \$51 000 or more.

The pattern of a higher proportion of women than men in the lower salary ranges is also evident in three job categories where there are more men than women: technicians; other staff on board's payroll (supervisory); and other staff on board's payroll (non-supervisory). The following highlights from Table 3.5 illustrate this point:

- About 35 per cent of the women employed as technicians and 1.8 per cent of the men earn under \$18 000. Only 28 (3.4 per cent) of the personnel in this occupational classification earn \$33 000 or more: 26 are male, 2 are female.
- Of the women employed as other staff on board's payroll (supervisory), 6.2 per cent earn under \$24 000, and 6.5 per cent earn \$51 000 or more. Of the men, 1.2 per cent receive salaries under \$24 000, and 16.2 per cent receive salaries of \$51 000 or more.
- The salary distribution for other staff (non-supervisory) shows that 44.3 per cent of the women and only 5.1 per cent of the men earn under \$21 000. Although the number of personnel involved is small, about the same percentage of men (1.1 per cent) as women (1 per cent) are found in the high end of the salary range (\$42 000 or more).

Full-Time Elementary Staff

The distribution of full-time elementary school staff were analysed by sex and type of duty, by salary range (see Table 3.6).

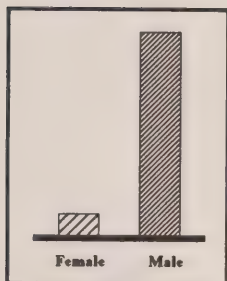
The overall ratio of men to women in this group is about 2:5. This ratio is not, however, reflected in the upper and lower extremes of the salary ranges: about 6 per cent of all men and about 14 per cent of all women earn under \$30 000, whereas about 25 per cent of all men but only 7 per cent of all women earn more than \$54 000.

There are more than four times as many male principals as female principals. Moreover, about 44 per cent of all male principals but only 35 per cent of the female principals earn \$63 000 or more. However, about 6 per cent of the female principals, as compared with approximately 2 per cent of the male principals, are found in the lower salary ranges (\$50 999 or less).

Although there are almost twice as many male vice-principals as female, 88 per cent of all males and 86 per cent of female vice-principals earn \$51 000 or more.

There are more than three times as many female regular teachers as male. About 5 per cent of the men and 2 per cent of the women in this occupational category are found in the upper salary ranges of the salary distribution (\$54 000 and up). About 4 per cent of the men and about 7.4 per cent of the women are found in the lower ranges (\$26 999 or less).

Nearly four times as many women as men hold positions as other teachers. About 9 per cent of the women and about 7.5 per cent of the men are found in the lower salary ranges of the salary distribution for the position, that is, under \$30 000. In contrast, about 8 per cent of the men and only 3 per cent of the women in this group are in the upper salary ranges of the salary distribution (\$54 000 or more).



In 1988, 10 per cent of supervisory officers were female

Full-Time Secondary Staff

Salary data for full-time educational staff in the publicly supported Ontario secondary school system include Roman Catholic secondary staff for all grades (see Table 3.7).

More women are moving into secondary education: in 1987 there were almost twice as many men as women in the total secondary school educational staff, while in 1988 the male/female ratio stood at 1.6 to 1. Note, however, that the salary distribution shows more women than men (about 8.5 vs. 4 per cent) at the lower end of the salary range (under \$30 000), and more men than women (about 31 vs. about 15 per cent) at the upper end (\$54 000 or more).

There are about 7.5 male principals for each female principal. About 91 per cent of the male principals and around 82 per cent of the female principals earn \$63 000 or more. Indeed, no principal, male or female, earns less than \$45 000.

There are about four male vice-principals for each female vice-principal. About 30 per cent of the male vice-principals and about 42 per cent of the female vice-principals earn less than \$60 000.

There are 2.5 male department heads for each female department head. There are, however, more than twice as many females as males (28.3 per cent compared to 12.9 per cent) earning less than \$51 000.

For every female regular teacher, there are 1.4 male regular teachers in Ontario secondary schools. About 18 per cent of the female teachers and about 10 per cent of the male teachers earn less than \$33 000. In contrast, about

11 per cent of the male teachers but only about 6 per cent of the female teachers are found in the upper end of the salary ranges (\$54 000 or more).

Tables 3.8–3.9 display 1988 data on female administrators as a percentage of the total administrative staff for all Ontario school boards. Since 1987, there has been a provincial increase in the number of women in supervisory officer positions (1.9 per cent), elementary administration (2.4 per cent), and secondary administration (2.1. per cent).

Table 3.1: Distribution of Full-Time Employees, by Sex, Within Occupational Category, September 30, 1988

Occupational Category	Provincial Distribution				Your Board's Distribution			
	Males	%	Females	%	Males	%	Females	%
Group 1								
Directors of Education ^a	118	100.0	0	0.0				
Assistant Directors of Education	21	95.5	1	4.5				
Supervisory Officers	654	87.9	90	12.1				
Total (Group 1)	793		91					
Group 1A								
Consultant Staff	913	45.3	1 103	54.7				
Total (Groups 1 and 1A)	1 706		1 194					
Group 2^b								
Principals								
Elementary	3 086	81.2	716	18.8				
Secondary	671	88.3	89	11.7				
Vice-Principals								
Elementary	1 138	64.6	623	35.4				
Secondary	853	80.3	209	19.7				
Department Heads								
Elementary	271	54.1	230	45.9				
Secondary	5 907	71.4	2 369	28.6				
Teachers								
Elementary	13 405	24.8	40 744	75.2				
Secondary	17 362	58.4	12 353	41.6				
Other Teachers ^c								
Elementary	1 080	20.0	4 311	80.0				
Secondary	785	52.5	711	47.5				
Total (Group 2)	44 558		62 355					
Group 3								
Other Professional Staff ^d								
(non-teaching)	442	27.5	1163	72.5				
Paraprofessionals								
Paid Teacher-Aides	323	6.1	5012	93.9				
Technicians	555	67.2	271	32.8				
Other ^e	169	21.9	602	78.1				
Clerical and Secretarial	351	3.1	11 117	96.9				
Other Staff on Board's Payroll ^f								
Supervisory	1 717	72.0	667	28.0				
Non-Supervisory	14 099	82.5	2 995	17.5				
Total (Group 3)	17 656		21 827					
Total (Groups 1, 1A, 2, 3)	63 920		85 376					

Source: Affirmative Action Data Base, 1988.

Note: Included in this table are data on Roman Catholic secondary schools, Grades 9-13.

^a One male director serves as part-time director for two boards.

^b Figures for Group 2 may not be identical throughout the report because of the different approaches used to summarize the data.

^c Refers to school staff who have non-instructional duties, such as guidance personnel and librarians.

^d Includes personnel with professional qualifications providing educational services to students, such as psychologists, social workers, and attendance counsellors.

^e Includes such staff as chaplains, lifeguards, outdoor education staff, lunchroom supervisors, and nurses-aides.

^f Includes staff employed in public information, food services, plant operation and maintenance, and pupil transportation.

Table 3.2: Distribution of Full-Time Employees, by Sex, Within Major Occupational Groups and Across Major Occupational Groups, September 30, 1988

Occupational Category	Provincial Distribution				Your Board's Distribution			
	Males	%	Females	%	Males	%	Females	%
Group 1								
Directors of Education ^a	118	6.9	0	0.0				
Assistant Directors of Education	21	1.2	1	0.1				
Supervisory Officers	654	38.3	90	7.5				
Total	793		91					
% of Grand Total in Group 1		1.2		0.1				
Group 1A								
Consultant Staff	913	53.5	1 103	92.4				
% of Grand Total in Group 1A		1.4		1.3				
Total (Groups 1 and 1A)	1 706	100.0	1 194	100.0				
% of Grand Total in Groups 1 and 1A		2.7		1.4				
Group 2^b								
Principals								
Elementary	3 086	6.9	716	1.1				
Secondary	671	1.5	89	0.1				
Vice-Principals								
Elementary	1 138	2.6	623	1.0				
Secondary	853	1.9	209	0.3				
Department Heads								
Elementary	271	0.6	230	0.4				
Secondary	5 907	13.3	2 369	3.8				
Teachers								
Elementary	13 405	30.1	40 744	65.3				
Secondary	17 362	39.0	12 353	19.8				
Other Teachers ^c								
Elementary	1 080	2.4	4 311	6.9				
Secondary	785	1.8	711	1.1				
Total (Group 2)	44 558	100.0	62 355	100.0				
% of Grand Total in Group 2		69.7		73.0				
Group 3								
Other Professional Staff ^d								
(non-teaching)	442	2.5	1 163	5.3				
Paraprofessionals								
Paid Teacher-Aides	323	1.8	5 012	23.0				
Technicians	555	3.1	271	1.2				
Other ^e	169	1.0	602	2.8				
Clerical and Secretarial	351	2.0	11 117	50.9				
Other Staff on Board's Payroll ^f								
Supervisory	1 717	9.7	667	3.1				
Non-Supervisory	14 099	79.9	2 995	13.7				
Total (Group 3)	17 656	100.0	21 827	100.0				
% of Grand Total in Group 3		27.6		25.6				
Total (Groups 1, 1A, 2, 3)	63 920		85 376					

Source: Affirmative Action Data Base, 1988.

Note: Included in this table are data on Roman Catholic secondary schools, Grades 9-13.

^a One male director serves as part-time director for two boards.

^b Figures for Group 2 may not be identical throughout the report because of the different approaches used to summarize the data.

^c Refers to school staff who have non-instructional duties, such as guidance personnel and librarians.

^d Includes personnel with professional qualifications providing educational services to students, such as psychologists, social workers, and attendance counsellors.

^e Includes such staff as chaplains, lifeguards, outdoor education staff, lunchroom supervisors, and nurses-aides.

^f Includes staff employed in public information, food services, plant operation and maintenance, and pupil transportation.

Table 3.3: Distribution of Full-Time Board Employees Within Occupational Category, by Sex, September 30, 1988

Occupational Category	All-Male Staff		All-Female Staff		Male and Female Staff		Total Boards		Boards Employing Females	
	No.	%	No.	%	No.	%	No.	%	No.	%
Group 1										
Directors of Education ^a	119	100.0	0	0.0	0	0.0	119	100	0	0.0
Assistant Directors of Education	14	93.3	0	0.0	1	6.7	15	100	1	6.7
Supervisory Officers	60	55.0	1	0.9	48	44.0	109	100	49	45.0
Group 1A										
Consultant Staff	4	3.7	11	10.2	93	86.1	108	100	104	96.3
Group 2^b										
Principals										
Elementary	36	21.8	13	7.9	116	70.3	165	100	129	78.2
Secondary	73	62.4	4	3.4	40	34.2	117	100	44	37.6
Vice-Principals										
Elementary	27	22.1	9	7.4	86	70.5	122	100	95	77.9
Secondary	46	41.4	1	0.9	64	57.7	111	100	65	58.6
Department Heads										
Elementary	5	19.2	10	38.5	11	42.3	26	100	21	80.8
Secondary	7	6.2	0	0.0	106	93.8	113	100	106	93.8
Teachers										
Elementary	1	0.6	13	7.8	152	91.6	166	100	165	99.4
Secondary	0	0.0	0	0.0	118	100.0	118	100	118	100.0
Other Teachers ^c										
Elementary	3	2.2	26	18.8	109	79.0	138	100	135	97.8
Secondary	11	11.5	4	4.2	81	84.4	96	100	85	88.5
Group 3										
Other Professional Staff ^d										
(non-teaching)	6	5.8	23	22.1	75	72.1	104	100	98	94.2
Paraprofessionals										
Paid Teacher-Aides	3	2.4	61	48.0	63	49.6	127	100	124	97.6
Technicians	43	41.3	13	12.5	48	46.2	104	100	61	58.7
Other ^e	3	5.1	29	49.2	27	45.8	59	100	56	94.9
Clerical and Secretarial	0	0.0	102	69.4	45	30.6	147	100	147	100.0
Other Staff on Board's Payroll ^f										
Supervisory	40	29.0	6	4.3	92	66.7	138	100	98	71.0
Non-Supervisory	13	9.2	8	5.7	120	85.1	141	100	128	90.8

Source: Affirmative Action Data Base, 1988.

Note: Included in this table are data on Roman Catholic secondary schools, Grades 9-13.

^a One male director serves as part-time director for two boards.

^b Figures for Group 2 may not be identical throughout the report because of the different approaches used to summarize the data.

^c Refers to school staff who have non-instructional duties, such as guidance personnel and librarians.

^d Includes personnel with professional qualifications providing educational services to students, such as psychologists, social workers, and attendance counsellors.

^e Includes such staff as chaplains, lifeguards, outdoor education staff, lunchroom supervisors, and nurses-aides.

^f Includes staff employed in public information, food services, plant operation and maintenance, and pupil transportation.

Table 3.4: Full-Time Board and School Personnel, by Sex, Salary Range, and Type of Duty, 1988-89 (Groups 1 and 1A)

Group 1										Group 1A																							
Salary Interval	Directors and Assistant Directors of Education ^a					Supervisory Officers					Total (Group 1)					Consultants					Total (Groups 1 and 1A)												
	Men		Women			Men		Women			Men		Women			Men		Women			Men		Women										
	No.	%	No.	%		No.	%	No.	%		No.	%	No.	%		No.	%	No.	%		No.	%											
< 30 000																																	
30 000 - 32 999																																	
33 000 - 35 999					1	0.2				1	0.1																						
36 000 - 38 999					1	0.2				1	0.1																						
39 000 - 41 999																																	
42 000 - 44 999																																	
45 000 - 47 999					2	0.3				2	0.3																						
48 000 - 50 999					1	0.2				1	0.1																						
51 000 - 53 999					3	0.5			1	1.1																							
54 000 - 56 999	1	0.7			4	0.6				5	0.6																						
57 000 - 59 999					3	0.5				3	0.4																						
60 000 - 62 999	1	0.7			6	0.9				7	0.9																						
63 000 - 65 999					9	1.4			3	3.3																							
66 000 - 68 999	1	0.7			10	1.5			2	2.2																							
69 000 - 71 999	4	2.9			36	5.5			2	2.2																							
72 000 - 74 999	4	2.9			91	13.9			21	23.3																							
75 000 - 77 999	2	1.4			152	23.2			18	20.0																							
78 000 - 80 999	20	14.4			121	18.5			14	15.6																							
81 000 - 83 999	19	13.7			63	9.6			8	8.9																							
84 000 >	87	62.6	1	100	151	23.1			21	23.3																							
Total	139	100	1	100	654	100	90	100	793	100	91	100	913	100	1 103	100	1 706	100	1 194	100	2 900												

Source: Affirmative Action Data Base, 1988.

^a In this table only, the positions of director and assistant director have been collapsed to maintain confidentiality.

Table 3.5: Full-Time Board and School Personnel, by Sex, Salary Range, and Type of Duty, 1988-89 (Group 3)

Salary Interval	Other Professional Staff ^a				Paid Teacher-Aides				Technicians				Other Paraprofessionals ^b			
	Non-Teaching		Women		Men		Women		Men		Women		Men		Women	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
<9 000	1	0.2	1	0.1	3	0.9	243	4.8	1	0.2	18	6.6	3	0.5		
9 000 - 11 999			4	0.3	7	2.2	367	7.3			19	7.0	4	0.7		
12 000 - 14 999	1	0.2	4	0.3	84	26.0	1 156	23.1	1	0.2	22	8.1	28	4.7		
15 000 - 17 999	3	0.7	27	2.3	105	32.5	1 565	31.2	8	1.4	37	13.7	11	6.5	170	28.2
18 000 - 20 999	5	1.1	63	5.4	81	25.1	940	18.8	39	7.0	28	10.3	27	16.0	133	22.1
21 000 - 23 999	3	0.7	48	4.1	30	9.3	601	12.0	165	29.7	89	32.8	25	14.8	103	17.1
24 000 - 26 999	13	2.9	81	7.0	13	4.0	133	2.7	153	27.6	43	15.9	39	23.1	66	11.0
27 000 - 29 999	32	7.2	110	9.5			6	0.1	111	20.0	8	3.0	20	11.8	27	4.5
30 000 - 32 999	32	7.2	150	12.9			1	0.0	51	9.2	5	1.8	22	13.0	38	6.3
33 000 - 35 999	27	6.1	90	7.7					14	2.5	1	0.4	4	2.4	11	1.8
36 000 - 38 999	27	6.1	114	9.8					8	1.4	1	0.4	7	4.1	12	2.0
39 000 - 41 999	41	9.3	98	8.4					2	0.4			5	3.0	3	0.5
42 000 - 44 999	46	10.4	97	8.3					2	0.4			1	0.6	1	0.2
45 000 - 47 999	48	10.9	127	10.9									1	0.6		
48 000 - 50 999	39	8.8	59	5.1											1	0.2
51 000 - 53 999	43	9.7	45	3.9												
54 000 - 56 999	49	11.1	25	2.1											1	0.2
57 000 - 59 999	12	2.7	6	0.5									1	0.6	1	0.2
60 000 >	20	4.5	14	1.2												
Total	442	100	1 163	100	323	100	5 012	100	555	100	271	100	169	100	602	100

Source: Affirmative Action Data Base, 1988.

^a Includes personnel with professional qualifications providing educational services to students, such as psychologists, social workers, and attendance counsellors.

^b Includes such staff as chaplains, lifeguards, outdoor education staff, lunchroom supervisors, and nurses-aides.

Table 3.5 (continued)

Salary Interval	Other Staff on Board's Payroll ^c						Clerical and Secretarial						Total	
	Non-Supervisory			Supervisory			Men			Women			Men	
	No.	%	No.	No.	%	No.	No.	%	No.	No.	%	%	No.	%
< 9 000	91	0.6	310	10.4		1	0.1		2	0.6	69	0.6	98	0.6
9 000 - 11 999	38	0.3	149	5.0		1	0.1		1	0.3	106	1.0	51	0.3
12 000 - 14 999	139	1.0	78	2.6					2	0.6	394	3.5	233	1.3
15 000 - 17 999	91	0.6	300	10.0	0.1	11	1.6		11	3.1	2013	18.1	230	1.3
18 000 - 20 999	367	2.6	489	16.3		7	1.0		57	16.2	3166	28.5	576	3.3
21 000 - 23 999	2 031	14.4	636	21.2		23	3.4		94	26.8	3455	31.1	2 367	13.4
24 000 - 26 999	7 222	51.2	658	22.0		65	9.7		60	17.1	1 229	11.1	7 611	43.1
27 000 - 29 999	2 245	15.9	151	5.0		108	16.2		64	18.2	499	4.5	2 610	14.8
30 000 - 32 999	701	5.0	98	3.3		103	15.4		33	9.4	135	1.2	1 025	5.8
33 000 - 35 999	324	2.3	49	1.6		115	17.2		21	6.0	38	0.3	556	3.1
36 000 - 38 999	312	2.2	29	1.0		75	11.2		5	1.4	11	0.1	596	3.4
39 000 - 41 999	382	2.7	18	0.6		33	4.9		1	0.3			603	3.4
42 000 - 44 999	82	0.6	11	0.4		42	6.3				2	0.0	290	1.6
45 000 - 47 999	25	0.2	6	0.2		21	3.1						227	1.3
48 000 - 50 999	25	0.2	6	0.2		18	2.7						156	0.9
51 000 - 53 999	7	0.0	5	0.2		14	2.1						121	0.7
54 000 - 56 999	5	0.0	1	0.0		15	2.2						112	0.6
57 000 - 59 999	2	0.0				2	0.3						47	0.3
60 000 >	10	0.1	1	0.0		13	1.9						147	0.8
Total	14 099	100	2 995	100		667	100		351	100	11 117	100	17 656	100
													21 827	100
													39 483	

^c Includes staff employed in public information, food services, plant operation and maintenance, and pupil transportation.

Table 3.6: Full-Time Elementary School Educational Staff, by Sex, Salary Range, and Type of Duty, 1988-89 (Group 2)

Salary Interval	Principals				Vice-Principals				Department Heads			
	No.	Men %	No.	Women %	No.	Men %	No.	Women %	No.	Men %	No.	Women %
< 15 000			1	0.1								
15 000 - 17 999			2	0.3								
18 000 - 20 999												
21 000 - 23 999												
24 000 - 26 999			1	0.1			1		1	0.4		
27 000 - 29 999			1	0.1							1	0.4
30 000 - 32 999			3	0.4							1	0.4
33 000 - 35 999	3	0.1	1	0.1							5	2.2
36 000 - 38 999	4	0.1	6	0.8							4	1.7
39 000 - 41 999	2	0.1	6	0.8	3	0.3					19	8.3
42 000 - 44 999	5	0.2	3	0.4	13	1.1	6	0.6	3	1.1	21	9.1
45 000 - 47 999	12	0.4	7	1.0	43	3.8	4	4.0	13	4.8	22	9.6
48 000 - 50 999	33	1.1	15	2.1	71	6.2	25	6.6	14	5.2	9	3.9
51 000 - 53 999	49	1.6	22	3.1	117	10.3	41	9.8	14	5.2	42	18.3
54 000 - 56 999	199	6.4	72	10.1	430	37.8	61	40.0	68	25.1	94	40.9
57 000 - 59 999	467	15.1	128	17.9	422	37.1	249	33.7	143	52.8	4	1.7
60 000 - 62 999	948	30.7	185	25.8	26	2.3	10	1.6	8	3.0		
63 000 - 65 999	649	21.0	128	17.9	4	0.4	2	0.3				
66 000 >	705	22.8	123	17.2	2	0.2	2	0.3				
Not reported	10	0.3	12	1.7	4	0.4	8	1.3	1	0.4	8	3.5
Total	3 086	100	716	100	1 138	100	623	100	271	100	230	100

Source: Affirmative Action Data Base, 1988.

Note: "Educational staff" refers to principals, vice-principals, department heads, regular classroom teachers, and others.

Table 3.6 (continued)

Salary Interval	Regular Teachers				Other ^a				Total			
	Men		Women		Men		Women		Men		Women	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
< 15 000	12	0.1	117	0.3	1	0.1	10	0.2	13	0.1	128	0.3
15 000 - 17 999	4	0.0	81	0.2			16	0.4	4	0.0	99	0.2
18 000 - 20 999	16	0.1	179	0.4			17	0.4	16	0.1	196	0.4
21 000 - 23 999	71	0.5	426	1.0	8	0.7	33	0.8	79	0.4	459	1.0
24 000 - 26 999	444	3.3	2 214	5.5	33	3.1	148	3.4	478	2.5	2 363	5.1
27 000 - 29 999	486	3.6	2 926	7.2	40	3.7	181	4.2	526	2.8	3 109	6.7
30 000 - 32 999	611	4.6	4 411	10.9	33	3.1	373	8.7	644	3.4	4 791	10.3
33 000 - 35 999	629	4.7	4 063	10.0	50	4.6	363	8.4	682	3.6	4 433	9.5
36 000 - 38 999	690	5.2	4 105	10.1	55	5.1	512	11.9	755	4.0	4 629	10.0
39 000 - 41 999	694	5.2	2 459	6.1	50	4.6	227	5.3	755	4.0	2 716	5.8
42 000 - 44 999	1 526	11.4	4 024	9.9	90	8.3	334	7.8	1 647	8.7	4 386	9.4
45 000 - 47 999	1 310	9.8	3 591	8.8	85	7.9	343	8.0	1 464	7.7	3 988	8.6
48 000 - 50 999	2 703	20.2	5 714	14.1	206	19.1	774	18.0	3 027	16.0	6 553	14.1
51 000 - 53 999	3 405	25.5	4 479	11.0	331	30.6	764	17.7	3 970	20.9	5 368	11.5
54 000 - 56 999	582	4.4	741	1.8	73	6.8	132	3.1	1 427	7.5	1 288	2.8
57 000 - 59 999	31	0.2	29	0.1	4	0.4	1	0.0	932	4.9	372	0.8
60 000 - 62 999	11	0.1	2	0.0	1	0.1			986	5.2	197	0.4
63 000 - 65 999	1	0.0	2	0.0	1	0.1			655	3.5	132	0.3
66 000 >	6	0.0	4	0.0	2	0.2	1	0.0	715	3.8	130	0.3
Not reported	143	1.1	1 048	2.6	17	1.6	79	1.8	175	0.9	1 155	2.5
Total	13 375	100	40 615	100	1 080	100	4 308	100	18 950	100	46 492	100
												65 442

^a The category "Other" refers to those teachers not employed in a regular classroom situation, such as librarians and guidance personnel.

Table 3.7: Full-Time Secondary School Educational Staff, by Sex, Salary Range, and Type of Duty, 1988-89 (Group 2)

Salary Interval	Principals				Vice-Principals				Department Heads			
	No.	Men %	No.	Women %	No.	Men %	No.	Women %	No.	Men %	No.	Women %
< 15 000									3			0.1
15 000 - 17 999												
18 000 - 20 999												
21 000 - 23 999												
24 000 - 26 999												
27 000 - 29 999												
30 000 - 32 999												
33 000 - 35 999												
36 000 - 38 999												
39 000 - 41 999												
42 000 - 44 999												
45 000 - 47 999	3	0.4	1	1.1	1	0.1	1	0.5	5	0.1	5	0.2
48 000 - 50 999	1	0.1	4	4.5	9	1.1	1	0.5	7	0.1	9	0.4
51 000 - 53 999	3	0.4			21	2.5	5	2.4	11	0.2	11	0.5
54 000 - 56 999	2	0.3	2	2.2	10	1.2	2	1.0	29	0.5	21	0.9
57 000 - 59 999	14	2.1	4	4.5	37	4.3	13	6.2	21	0.4	31	1.3
60 000 - 62 999	32	4.8	4	4.5	175	20.5	66	31.6	62	1.0	65	2.7
63 000 - 65 999	76	11.3	16	18.0	323	37.9	80	38.3	122	2.1	125	5.3
66 000 >	535	79.7	57	64.0	264	30.9	37	17.7	212	3.6	180	7.6
Not reported	5	0.7	1	1.1	6	0.7	2	1.0	289	4.9	223	9.4
					5	0.6	1	0.5	847	14.3	377	15.9
									2 678	45.3	790	33.3
									1 572	26.6	473	20.0
									8	0.1	1	0.0
									1	0.0	1	0.0
									43	0.7	54	2.3
Total	671	100	89	100	853	100	209	100	5 907	100	2 369	100

Source: Affirmative Action Data Base, 1988.

Note: "Educational Staff" refers to principals, vice-principals, department heads, regular classroom teachers, and others. Figures for Group 2 may not be identical throughout the report because of the different approaches used to summarize the data.

Table 3.7 (continued)

Salary Interval	Regular Teachers				Other ^a				Total				
	Men No.	Men %	Women No.	Women %	Men No.	Men %	Women No.	Women %	Men No.	Men %	Women No.	Women %	Total
< 15 000	13	0.1	12	0.1			1	0.1	13	0.1	16	0.1	29
15 000 - 17 999	14	0.1	18	0.1					14	0.1	18	0.1	32
18 000 - 20 999	6	0.0	17	0.1			2	0.3	6	0.0	19	0.1	25
21 000 - 23 999	69	0.4	92	0.7			1	0.1	69	0.3	93	0.6	162
24 000 - 26 999	409	2.4	480	3.9	3	0.4	3	0.4	417	1.6	488	3.1	905
27 000 - 29 999	528	3.0	683	5.5	4	0.5	14	2.0	539	2.1	707	4.5	1 246
30 000 - 32 999	715	4.1	903	7.3	8	1.0	16	2.3	734	2.9	930	5.9	1 664
33 000 - 35 999	654	3.8	769	6.2	14	1.8	22	3.1	697	2.7	812	5.2	1 509
36 000 - 38 999	637	3.7	719	5.8	11	1.4	28	3.9	670	2.6	778	4.9	1 448
39 000 - 41 999	918	5.3	961	7.8	23	2.9	42	5.9	1 004	3.9	1 068	6.8	2 072
42 000 - 44 999	1 647	9.5	1 399	11.3	42	5.4	67	9.4	1 812	7.1	1 592	10.1	3 404
45 000 - 47 999	1 174	6.8	1 064	8.6	40	5.1	45	6.3	1 438	5.6	1 291	8.2	2 729
48 000 - 50 999	2 179	12.6	1 417	11.5	114	14.5	106	14.9	2 604	10.2	1 755	11.2	4 359
51 000 - 53 999	6 228	35.9	2 591	21.0	289	36.8	232	32.6	7 377	28.9	3 202	20.4	10 579
54 000 - 56 999	1 749	10.1	623	5.0	203	25.9	94	13.2	4 669	18.3	1 522	9.7	6 191
57 000 - 59 999	126	0.7	48	0.4	23	2.9	11	1.5	1 910	7.5	602	3.8	2 512
60 000 - 62 999	10	0.1	3	0.0	2	0.3			375	1.5	88	0.6	463
63 000 - 65 999	6	0.0							346	1.4	53	0.3	399
66 000 >	7	0.0			1	0.1			550	2.2	60	0.4	610
Not reported	260	1.5	550	4.5	8	1.0	27	3.8	321	1.3	633	4.0	954
Total	17 349	100	12 349	100	785	100	711	100	25 565	100	15 727	100	100

^a The category "Other" refers to those teachers not employed in a regular classroom situation, such as librarians and guidance personnel.

**Table 3.8: Female Administrators as a Percentage of Total Administrative Staff, 1988:
Supervisory Officers**

Region/Board	No. of Positions	No. of Females	% of Females
Central Region			
Borden CFB B of E	2	—	—
Brant County B of E	8	1	12.5
Brant County RCSSB	4	—	—
Dufferin County B of E	4	—	—
Dufferin-Peel RCSSB	18	2	11.1
Durham B of E	13	1	7.7
Durham Region RCSSB	8	—	—
East York B of E	8	1	12.5
Etobicoke B of E	16	2	12.5
Haldimand B of E	4	—	—
Haldimand-Norfolk RCSSB	4	—	—
Haliburton County B of E	2	—	—
Halton B of E	12	1	8.3
Halton RCSSB	7	—	—
Hamilton B of E	14	2	14.3
Hamilton-Wentworth RCSSB	13	3	23.1
Hastings-Prince Edward County RCSSB	4	—	—
Hastings County B of E	7	1	14.3
Hugh MacMillan Centre B of E	—	—	—
Lincoln County B of E	9	1	11.1
Lincoln County RCSSB	6	—	—
Metropolitan Toronto Separate School Board	47	8	17.0
Metropolitan Toronto School Board	12	1	8.3
Niagara Peninsula Crippled Children's Centre B of E	—	—	—
Niagara South B of E	14	1	7.1
Norfolk County B of E	6	—	—
North York B of E	24	7	29.2
Northumberland-Newcastle B of E	9	1	11.1
Peel B of E	23	2	8.7
Penetanguishene PSSB	—	—	—
Peterborough County B of E	7	1	14.3
Peterborough-Victoria-Northumberland-Newcastle RCSSB	5	—	—
Prince Edward County B of E	3	—	—
Scarborough B of E	26	3	11.5
Simcoe County B of E	16	—	—
Simcoe County RCSSB	6	1	16.7
Simcoe Hall Children's School B of E	—	—	—
Toronto B of E	31	11	35.5
Trenton CFB B of E	—	—	—
Victoria County B of E	4	—	—
Waterloo County B of E	18	1	5.6
Waterloo Region RCSSB	13	2	15.4
Waterloo N. Children's Centre B of E	—	—	—
Welland County RCSSB	8	—	—
Wellington County B of E	11	1	9.1
Wellington County RCSSB	6	—	—
Wentworth County B of E	8	1	12.5
York B of E	11	2	18.2
York Region B of E	22	3	13.6
York Region RCSSB	15	4	26.7
Central Region Total	508	65	12.8

Source: Affirmative Action Data Base, 1988.

Note: Table 3.8 includes principals, vice-principals, and department heads under the category "supervisory officers" and shows data from all Ontario school boards.

Table 3.8 (continued)

Region/Board	No. of Positions	No. of Females	% of Females
Eastern Region			
Carleton B of E	14	1	7.1
Carleton RCSSB	15	1	6.7
Frontenac County B of E	6	1	16.7
Frontenac-Lennox-Addington County RCSSB	6	1	16.7
Kingston CFB B of E	—	—	—
Lanark County B of E	6	—	—
Lanark Leeds-Grenville RCSSB	4	1	25.0
Leeds-Grenville B of E	6	—	—
Lennox-Addington County B of E	4	—	—
Ottawa B of E	13	2	15.4
Ottawa Children's Treatment Centre B of E	—	—	—
Ottawa RCSSB	7	—	—
Ottawa CFB B of E	—	—	—
Petawawa CFB B of E	1	—	—
Prescott-Russell County B of E	4	—	—
Prescott-Russell County RCSSB	4	1	25.0
Renfrew County B of E	5	—	—
Renfrew County RCSSB	4	—	—
Stormont-Dundas-Glengarry County B of E	7	—	—
Stormont-Dundas-Glengarry RCSSB	5	—	—
Eastern Region Total	111	8	7.2
Midnorthern Region			
Asquith-Garvey District SAB	—	—	—
Central Algoma B of E	2	1	50.0
Chapleau B of E	1	—	—
Chapleau District RCSSB	—	—	—
Dubreuille RCSSB	—	—	—
Espanola B of E	2	—	—
Foleyet District SAB	—	—	—
Foleyet RCSSB	—	—	—
Gogama District SAB	—	—	—
Gogama RCSSB	—	—	—
Hornepayne B of E	—	—	—
Hornepayne RCSSB	—	—	—
Manitoulin B of E	2	—	—
Michipicoten B of E	—	—	—
Michipicoten District RCSSB	—	—	—
Missarenda District SAB	—	—	—
North Shore B of E	3	—	—
North Shore District RCSSB	4	—	—
Sault Ste. Marie B of E	6	1	16.7
Sault Ste. Marie District RCSSB	6	—	—
Sudbury B of E	8	2	25.0
Sudbury District RCSSB	12	—	—
Midnorthern Region Total	46	4	8.7

Table 3.8 (continued)

Region/Board	No. of Positions	No. of Females	% of Females
Northeastern Region			
Airy & Sabine District SAB	—	—	—
Canfield District SAB	—	—	—
Cochrane-Iroquois Falls-Black River-Matheson B of E	3	1	33.3
Cochrane-Iroquois Falls District RCSSB	2	—	—
East Parry Sound B of E	3	—	—
Hearst B of E	—	—	—
Hearst District RCSSB	1	—	—
James Bay Lowlands SSB	—	—	—
Kapuskasing B of E	1	—	—
Kapuskasing District RCSSB	3	—	—
Kirkland Lake B of E	1	—	—
Kirkland Lake District RCSSB	1	—	—
Moose Factory Island District SAB	—	—	—
Moosonee District SAB	—	—	—
Moosonee RCSSB	—	—	—
Murchison & Lyell District SAB	—	—	—
Muskoka B of E	7	—	—
Nipissing B of E	5	—	—
Nipissing District RCSSB	7	—	—
North Bay CFB B of E	—	—	—
Smoky Falls District SAB	—	—	—
Timiskaming B of E	4	—	—
Timiskaming District RCSSB	3	—	—
Timmins B of E	4	1	25.0
Timmins District RCSSB	6	—	—
West Parry Sound B of E	2	—	—
Northeastern Region Total	53	2	3.8
Northwestern Region			
Atikokan B of E	2	—	—
Atikokan RCSSB	—	—	—
Caramat District SAB	—	—	—
Collins District SAB	—	—	—
Connell-Ponsford District SAB	—	—	—
Dryden B of E	3	—	—
Dryden District RCSSB	1	—	—
Fort Francis-Rainy River B of E	3	—	—
Fort Francis-Rainy River District RCSSB	2	—	—
Geraldton B of E	—	—	—
Geraldton District RCSSB	—	—	—
Ignace RCSSB	—	—	—
Kenora B of E	1	—	—
Kenora District RCSSB	2	—	—
Kilkenny District SAB	—	—	—
Lake Superior B of E	1	—	—
Lakehead B of E	9	1	11.1
Lakehead District RCSSB	5	—	—
Mine Centre District SAB	—	—	—
Nakina District SAB	—	—	—
Nipigon-Red Rock B of E	—	—	—
North of Superior District RCSSB	1	—	—
Northern District SAB	1	—	—
Red Lake B of E	1	—	—
Red Lake Area RCSSB	—	—	—
Slate Falls District SAB	—	—	—
Summer Beaver District SAB	—	—	—
Upsala District SAB	—	—	—
Northwestern Region Total	32	1	3.1

Table 3.8 (continued)

Region/Board	No. of Positions	No. of Females	% of Females
Western Region			
Bruce County B of E	6	—	—
Bruce-Grey County RCSSB	5	—	—
Elgin County B of E	5	1	20.0
Elgin County RCSSB	3	1	33.3
Essex County B of E	7	1	14.3
Essex Children's Rehabilitation Centre B of E	—	—	—
Essex County RCSSB	7	2	28.6
Grey County B of E	8	2	25.0
Huron County B of E	5	—	—
Huron-Perth County RCSSB	4	—	—
Kent County B of E	6	—	—
Kent County RCSSB	5	—	—
Lambton County B of E	7	—	—
Lambton County RCSSB	5	—	—
London B of E	14	2	14.3
London-Middlesex County RCSSB	8	1	12.5
Middlesex County B of E	6	—	—
Oxford County B of E	6	—	—
Oxford County RCSSB	4	1	25.0
Perth County B of E	6	—	—
Sarnia and District Children's Treatment Centre B of E	—	—	—
Thames Valley Children's Centre B of E	—	—	—
Windsor B of E	11	1	9.1
Windsor RCSSB	7	—	—
Western Region Total	135	12	8.9
Provincial Total	885	92	10.4

**Table 3.9: Female Administrators as a Percentage of Total Administrative Staff, 1988:
Teachers with Administrative Responsibilities**

Region/Board	Elementary			Secondary		
	No. of Positions	% of Females	No. of Females	No. of Positions	% of Females	Females
Central Region						
Borden CFB B of E	7	2	28.6	13	4	30.8
Brant County B of E	47	6	12.8	91	22	24.2
Brant County RCSSB	16	3	18.8	13	3	23.1
Dufferin County B of E	22	5	22.7	25	6	24.0
Dufferin-Peel RCSSB	137	39	28.5	142	40	28.2
Durham B of E	146	36	24.7	285	73	25.6
Durham Region RCSSB	47	12	25.5	65	21	32.3
East York B of E	59	18	30.5	67	24	35.8
Etobicoke B of E	144	35	24.3	224	58	25.9
Haldimand B of E	22	2	9.1	55	13	23.6
Haldimand-Norfolk RCSSB	18	1	5.6	—	—	—
Haliburton County B of E	8	2	25.0	12	4	33.3
Halton B of E	111	35	31.5	284	85	29.9
Halton RCSSB	39	12	30.8	34	9	26.5
Hamilton B of E	90	24	26.7	209	55	26.3
Hamilton-Wentworth RCSSB	65	20	30.8	132	40	30.3
Hastings-Prince Edward County RCSSB	19	4	21.1	13	4	30.8
Hastings County B of E	76	16	21.1	121	21	17.4
Hugh MacMillan Centre B of E	1	—	—	—	—	—
Lincoln County B of E	87	15	17.2	194	44	22.7
Lincoln County RCSSB	33	6	18.2	29	7	24.1
Metropolitan Toronto Separate School Board	240	76	31.7	357	139	38.9
Metropolitan Toronto School Board	13	7	53.8	439	139	31.7
Niagara Peninsula Crippled Children's Centre B of E	1	—	—	—	—	—
Niagara South B of E	79	16	20.3	198	45	22.7
Norfolk B of E	36	4	11.1	86	27	31.4
North York B of E	354	156	44.1	291	94	32.3
Northumberland-Newcastle B of E	70	11	15.7	131	33	25.2
Peel B of E	211	57	27.0	447	160	35.8
Penetanguishene PSSB	1	1	100.0	—	—	—
Peterborough County B of E	52	11	21.2	88	17	19.3
Peterborough-Victoria-Northumberland-Newcastle RCSSB	38	7	18.4	36	15	41.7
Prince Edward County B of E	18	2	11.1	12	—	—
Scarborough B of E	386	122	31.6	438	131	29.9
Simcoe County B of E	143	30	21.0	273	62	22.7
Simcoe County RCSSB	44	11	25.0	22	6	27.3
Simcoe Hall Children's School B of E	1	1	100.0	—	—	—
Toronto B of E	182	61	33.5	439	139	31.7
Trenton CFB B of E	4	1	25.0	—	—	—
Victoria County B of E	35	5	14.3	51	12	23.5
Waterloo County B of E	134	25	18.7	345	83	24.1
Waterloo Region RCSSB	50	12	24.0	77	21	27.3
Waterloo N. Children's Centre B of E	1	1	100.0	—	—	—
Welland County RCSSB	45	7	15.6	37	8	21.6
Wellington County B of E	65	8	12.3	165	39	23.6
Wellington County RCSSB	19	8	42.1	21	3	14.3
Wentworth County B of E	41	7	17.1	96	25	26.0
York B of E	52	15	28.8	132	47	35.6
York Region B of E	140	50	35.7	331	122	36.9
York Region RCSSB	78	27	34.6	88	31	35.2
Central Region Total	3 727	1 032	27.7	6 608	1 931	29.2

Source: Affirmative Action Data Base, 1988.

Note: Table 3.9 includes principals, vice-principals, and department heads under the category "teachers with administrative responsibilities" and shows data from all Ontario school boards.

Table 3.9 (continued)

Region/Board	Elementary			Secondary		
	No. of Positions	No. of Females	% of Females	No. of Positions	No. of Females	% of Females
Eastern Region						
Carleton B of E	127	27	21.3	235	52	22.1
Carleton RCSSB	67	24	35.8	63	15	23.8
Frontenac County B of E	63	8	12.7	103	21	20.4
Frontenac-Lennox-Addington County RCSSB	23	6	26.1	25	11	44.0
Kingston CFB B of E	4	1	25.0	—	—	—
Lanark County B of E	24	4	16.7	59	12	20.3
Lanark Leeds-Grenville RCSSB	23	8	34.8	5	1	20.0
Leeds-Grenville B of E	48	7	14.6	96	27	28.1
Lennox-Addington County B of E	23	7	30.4	42	9	21.4
Ottawa B of E	93	36	38.7	266	47	17.7
Ottawa Children's Treatment Centre B of E	1	—	—	—	—	—
Ottawa RCSSB	52	9	17.3	62	24	38.7
Ottawa CFB B of E	5	—	—	—	—	—
Petawawa CFB B of E	7	1	14.3	6	—	—
Prescott-Russell County B of E	7	2	28.6	76	16	21.1
Prescott-Russell County RCSSB	33	2	6.1	—	—	—
Renfrew County B of E	34	9	26.5	105	24	22.9
Renfrew County RCSSB	23	12	52.2	5	2	40.0
Stormont-Dundas-Glengarry County B of E	37	4	10.8	155	33	21.3
Stormont-Dundas-Glengarry County RCSSB	42	15	35.7	7	1	14.3
Eastern Region Total	736	182	24.7	1 310	295	22.5
Midnorthern Region						
Asquith-Garvey District SAB	1	1	100.0	—	—	—
Central Algoma B of E	11	2	18.2	10	2	20.0
Chapleau B of E	1	—	—	2	1	50.0
Chapleau District RCSSB	2	—	—	—	—	—
Dubreuville RCSSB	1	—	—	—	—	—
Espanola B of E	10	2	20.0	16	2	12.5
Foleyet District SAB	1	—	—	—	—	—
Foleyet RCSSB	1	1	100.0	—	—	—
Gogama District SAB	1	—	—	—	—	—
Gogama RCSSB	1	1	100.0	—	—	—
Hornepayne B of E	2	—	—	1	—	—
Hornepayne RCSSB	1	—	—	—	—	—
Manitoulin B of E	7	1	14.3	16	6	37.5
Michipicoten B of E	2	—	—	15	6	40.0
Michipicoten District RCSSB	3	2	66.7	—	—	—
Missarenda District SAB	1	—	—	—	—	—
North Shore B of E	14	1	7.1	31	1	3.2
North Shore District RCSSB	15	7	46.7	—	—	—
Sault Ste. Marie B of E	49	3	6.1	79	18	22.8
Sault Ste. Marie District RCSSB	42	8	19.0	28	9	32.1
Sudbury B of E	56	12	21.4	223	51	22.9
Sudbury District RCSSB	74	18	24.3	65	34	52.3
Midnorthern Region Total	296	59	19.9	486	130	26.7

Table 3.9 (continued)

Region/Board	Elementary			Secondary		
	No. of Positions	No. of Females	% of Females	No. of Positions	No. of Females	% of Females
Northeastern Region						
Airy & Sabine District SAB	1	1	100.0	—	—	—
Canfield District SAB	1	—	—	—	—	—
Cochrane-Iroquois Falls-Black River-Matheson B of E	6	1	16.7	34	8	23.5
Cochrane-Iroquois Falls District RCSSB	8	3	37.5	10	3	30.0
East Parry Sound B of E	16	1	6.3	17	5	29.4
Hearst B of E	2	1	50.0	14	4	28.6
Hearst District RCSSB	3	1	33.3	—	—	—
James Bay Lowlands SSB	—	—	—	8	3	37.5
Kapuskasing B of E	4	1	25.0	9	3	33.3
Kapuskasing District RCSSB	16	9	56.3	17	6	35.3
Kirkland Lake B of E	6	1	16.7	24	5	20.8
Kirkland Lake District RCSSB	8	4	50.0	—	—	—
Moose Factory Island District SAB	2	—	—	—	—	—
Moosonee District SAB	1	—	—	—	—	—
Moosonee RCSSB	1	—	—	—	—	—
Murchison & Lyell District SAB	1	—	—	—	—	—
Muskoka B of E	30	5	16.7	37	4	10.8
Nipissing B of E	32	8	25.0	70	8	11.4
Nipissing District RCSSB	33	7	21.2	50	14	28.0
North Bay CFB B of E	2	—	—	—	—	—
Smoky Falls District SAB	1	1	100.0	—	—	—
Timiskaming B of E	13	3	23.1	28	8	28.6
Timiskaming District RCSSB	9	5	55.6	9	1	11.1
Timmins B of E	13	3	23.1	30	7	23.3
Timmins District RCSSB	19	7	36.8	30	8	26.7
West Parry Sound B of E	9	1	11.1	18	4	22.2
Northeastern Region Total	237	63	26.6	405	91	22.5
Northwestern Region						
Atikokan B of E	1	—	—	3	—	—
Atikokan RCSSB	2	—	—	—	—	—
Caramat District SAB	1	—	—	—	—	—
Collins District SAB	1	1	100.0	—	—	—
Connell-Ponsford District SAB	1	1	100.0	—	—	—
Dryden B of E	16	5	31.3	28	7	25.0
Dryden District RCSSB	2	2	100.0	—	—	—
Fort Francis-Rainy River B of E	10	1	10.0	22	—	—
Fort Francis-Rainy River District RCSSB	3	—	—	—	—	—
Geraldton B of E	4	2	50.0	17	4	23.5
Geraldton District RCSSB	3	2	66.7	—	—	—
Ignace RCSSB	1	1	100.0	—	—	—
Kenora B of E	14	4	28.6	17	4	23.5
Kenora District RCSSB	4	—	—	4	—	—
Kilkenny District SAB	1	—	—	—	—	—
Lake Superior B of E	6	3	50.0	28	6	21.4
Lakehead B of E	86	17	19.8	128	29	22.7
Lakehead District RCSSB	31	5	16.1	14	5	35.7
Mine Centre District SAB	2	1	50.0	—	—	—
Nakina District SAB	1	—	—	—	—	—
Nipigon-Red Rock B of E	4	3	75.0	8	2	25.0
North of Superior District RCSSB	10	6	60.0	—	—	—
Northern District SAB	2	—	—	—	—	—
Red Lake B of E	6	2	33.3	6	2	33.3
Red Lake Area RCSSB	1	1	100.0	—	—	—
Slate Falls District SAB	1	—	—	—	—	—
Summer Beaver District SAB	1	—	—	—	—	—
Upsala District SAB	1	—	—	—	—	—
Northwestern Region Total	216	57	26.4	275	59	21.5

Table 3.9 (continued)

Region/Board	Elementary			Secondary		
	No. of Positions	No. of Females	% of Females	No. of Positions	No. of Females	% of Females
Western Region						
Bruce County B of E	46	8	17.4	74	12	16.2
Bruce-Grey County RCSSB	10	3	30.0	9	—	—
Elgin County B of E	38	5	13.2	81	18	22.2
Elgin County RCSSB	6	—	—	1	1	100.0
Essex County B of E	40	9	22.5	114	16	14.0
Essex County Children's Rehabilitation Centre B of E	2	1	50.0	—	—	—
Essex County RCSSB	28	5	17.9	18	4	22.2
Grey County B of E	40	11	27.5	97	22	22.7
Huron County B of E	39	7	17.9	79	10	12.7
Huron-Perth County RCSSB	18	3	16.7	2	—	—
Kent County B of E	47	7	14.9	103	14	13.6
Kent County RCSSB	29	2	6.9	11	3	27.3
Lambton County B of E	54	8	14.8	93	17	18.3
Lambton County RCSSB	33	10	30.3	16	2	12.5
London B of E	118	37	31.4	256	62	24.2
London & Middlesex County RCSSB	45	8	17.8	44	8	18.2
Middlesex County B of E	44	7	15.9	82	18	22.0
Oxford County B of E	54	12	22.2	116	33	28.4
Oxford County RCSSB	9	4	44.4	2	1	50.0
Perth County B of E	37	8	21.6	80	21	26.3
Sarnia and District Children's Treatment Centre B of E	1	1	100.0	—	—	—
Thames Valley Children's Centre B of E	1	1	100.0	—	—	—
Windsor B of E	62	11	17.7	114	24	21.1
Windsor RCSSB	56	11	19.6	61	14	23.0
Western Region Total	857	179	20.9	1 453	300	20.6
Provincial Total	6 069	1 572	25.9	10 537	2 806	26.6

4. Comparative Analysis of Full-Time Educational Staff, 1978/88 and 1985/88

This analysis of the changes in Ontario's full-time educational staff compares selected characteristics and variables: age, position, salary, total teaching experience, highest teaching level, and highest academic degree obtained.

For both panels of the public school system, the years of comparison were 1978 and 1988. For the Roman Catholic elementary panel, the years of comparison were 1985 and 1988; for the secondary panel, 1978 and 1988.

Data Collection and Analysis

Data sources were the Teaching Staff Report portion of the September School Report, the Teacher Information File, and the Teacher Salary File.

Details of the data are provided in Tables 4.1-4.26. As in previous years' reports, there are separate tables for Roman Catholic and public schools, because public funding for separate schools was extended to Grade 11 in 1985, to Grade 12 in 1986, and to Grade 13 in 1987.

The tables provide salary data that are stated in current (not constant) dollar terms and were analysed for two consecutive years (1987 and 1988); the combined effects of inflation, changes in the salary grid due to negotiations by the boards, and changes in qualifications render a comparison of salary data over a longer period of time less meaningful.

In Part 4, "educational staff" (or "educators") refers to principals, vice-principals, department heads, regular classroom teachers, and others who are employed on a full-time basis in the publicly supported elementary and secondary school systems. ("Others" are any teaching staff not in a regular classroom situation, such as guidance counsellors and librarians.) The category "positions of added responsibility" includes principals, vice-principals, and department heads. "Beginner teachers" are staff presently in their first year of teaching. Personnel attached to board offices were not included in the analysis.

Public Elementary Staff

In 1988 the public elementary staff was older, more experienced, better qualified, and had a higher percentage of females than did the teaching force in 1978. Women comprised 68.8 per cent of the total public elementary teaching force in 1988, up from 65.1 per cent in 1978 (Table 4.1).

Distribution of Male and Female Teachers

The percentages of male and female teachers, including those in positions of added responsibility, were compared for 1978 and 1988 (see Tables 4.2 and 4.3).

The 1988 public elementary staff was predominantly female—women accounted for 73.3 per cent of all classroom teachers (see Table 4.2). Moreover, changes in the overall number of teachers (including staff in positions of added responsibility) between 1978 and 1988 have reinforced this predominance: there were 3 599 more female teachers and 445 fewer male teachers in 1988 than in 1978.

Of all educational staff in positions of added responsibility at the elementary level, almost 25 per cent were female in 1988, compared with about 12 per cent in 1978 (see Table 4.3).

The percentage of female elementary principals in 1988 was 15.5 per cent, more than double the 6.7 per cent figure for 1978. There was a similar increase in the number of female elementary vice-principals—from 15.5 per cent in 1978 to 34.5 per cent in 1988 (see Table 4.2).

Age

The elementary teaching force (both male and female) is aging. In 1978, 32 per cent of all women elementary teachers and 19 per cent of all male teachers were in the 19-29 age group. By 1988, these figures had fallen to 13.3 and 5.2 per cent, respectively. In contrast, the percentage of all women teachers aged 50+ has risen from 11.7 in 1978 to 14.1 in 1988. The percentage of all male teachers aged 50+ has shown similar trends, rising from 7.1 in 1978 to 15.1 in 1988 (Table 4.4).

The greatest percentages of male and female teachers were in the age group 30-39 in 1978 and in the age group 40-49 in 1988. Indeed, since 1978 the percentages of both male and female teachers in that age group have more than doubled.

Years of Teaching Experience

Age and years of teaching experience are closely related; the data on experience therefore reinforce the fact that the elementary teaching force is an aging one. Furthermore, the imbalance apparent in the male-female ratio is being accentuated as the teaching staff ages and gains years of experience (see Table 4.5).

The percentage of female teachers in the beginner category has continued to rise. In 1978, 72.5 per cent of all new teachers were women; by 1988 the figure had increased to 80.4 per cent. There were 773 more new women teachers in 1988 than in 1978, and 129 more new men teachers over the same period.

In 1978, 52.1 per cent of all female teachers and 44.6 per cent of all male teachers had 1-10 years of experience. The 1988 figures show a sharp decrease: only 30.2 per cent of female teachers and 14.7 per cent of male teachers were in this category.

The highest percentage of male and female teachers had between 11 and 20 years of experience in 1988. More male teachers (35 per cent) than female teachers (21.8 per cent) had 21-30 years of experience.

Educational Level

The 1988 public elementary teaching force was better educated than the 1978 teaching force. Of the 41 577 teachers reporting degree status in 1988, only 26 per cent had no degree. In 1978, this percentage stood at 41.2 per cent. Conversely, the number of teachers with a degree has risen: 67.3 per cent of all women and 88.9 per cent of all men teaching in Ontario's public elementary schools held degrees in 1988. In 1978, only 47.4 per cent of all women and 80.3 per cent of all men held degrees (see Table 4.6).

The number of men and women with a master's degree in 1988 showed a marked increase over 1978. Although the actual percentages are relatively low in terms of the overall distribution, the number of women with a master's degree is four times higher than in 1978, and the number of men has doubled.

Salary Distribution

Salary is a proxy measure for years of experience and qualification: the more highly qualified and experienced a teacher, the higher the salary.

The 1988 median salary for women teachers in Ontario public elementary schools was \$42 385, or 83.5 per cent of the median salary for men teachers. In 1987 the median salary for women was 83.6 per cent of the median salary for men (see Table 4.7).

Only 42.2 per cent of all women had salaries of \$45 000 or higher in 1988, as compared to 73.3 per cent of all men.

Highest Teaching Level

In 1978, 56.3 per cent of all women teachers and 15.1 per cent of all men teachers listed Grades JK-6 as the highest grade taught. These percentages rose slightly to 57.4 and 17.7, respectively, in 1988.

In 1978, 66.1 per cent of all male teachers and 30 per cent of all female teachers listed Grades 9-13 as the highest grade taught. For 1988 the figures were 63.1 per cent of all male teachers and 27.4 per cent of all female teachers (see Table 4.8).

Public Secondary Staff

As with the public elementary teaching force, a comparison of the teaching force in public secondary schools for 1978 and 1988 shows that the 1988 staff was older, more experienced, and better qualified. Women now comprise 36.3 per cent of that teaching force, up from 30.2 per cent in 1978 (see Table 4.1).

Positions of Added Responsibility

Of all educational staff in positions of added responsibility at the secondary level, 25.5 per cent were female in 1988, compared with 17 per cent in 1978 (see Table 4.9).

Although the actual number of women principals increased from 17 in 1978 to 53 in 1988, the percentage of all principals who are women is still low—9.4 per cent in 1988, in contrast to 2.9 for 1978.

In 1988, 19.2 per cent of all vice-principals were women, a figure that is more than double the 7.2 per cent for 1978.

Age

As with the elementary teaching force, the secondary teaching force aged between 1978 and 1988 (see Table 4.10).

In 1978, 30.6 per cent of all female and 43.3 per cent of all male secondary teachers were age 40 or older. In 1988 slightly more than one-half (52.8 per cent) of all female teachers and almost three-quarters (74.9 per cent) of all male teachers at this level were age 40 or older.

In 1978, 30.4 per cent of all women teachers were in the 19-29 years of age category. By 1988 this percentage had fallen to 13.8.

The highest percentages of female and male teachers were 30-39 years of age in 1978. In 1988 the highest percentage of male teachers (49 per cent) was 40-49 years of age. For female teachers, the 30-39 years of age group (with 33.5 per cent) and the 40-49 years of age group (with 39.3 per cent) were the two groups with the highest percentages.

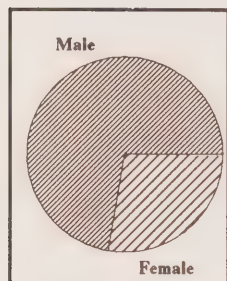
Years of Teaching Experience

Data on the total years of teaching experience held by educational staff in secondary schools showed that for the first time in several years, there was a modest increase in the actual number of beginner teachers—15 more in 1988 than in 1978. Furthermore, the sex distribution has altered: 54.8 per cent of these teachers were women, up from 48.7 per cent in 1978 (see Table 4.11).

Secondary school teaching staff was more experienced in 1988 than in 1978. In 1978, 61.7 per cent of all women and 41 per cent of all men had 10 years or less total teaching experience. In 1988, 40.7 per cent of all women and 17.7 per cent of all men were in that category.

In 1978, almost 60 per cent of all-female staff had 1-10 years of experience; in 1988, the highest percentage of female staff (41.2 per cent) had 11-20 years. In both 1978 and 1988, the highest percentage of all-male staff was in the 11-20 years of experience category (45.1 and 39.8 per cent, respectively).

There has been a marked increase in the percentage of male and female secondary teachers with 21-30 years of experience: the percentage of all females in this category has more than doubled since 1978, and that of all males has more than tripled. This is a further indication of the aging of the secondary staff, both male and female.



In 1988, only 68 out of 178 boards employed female secondary school principals

Educational Level

The secondary teaching force was better educated in 1988 than in 1978. The percentage of all teachers reporting no degree fell from 14.4 per cent in 1978 to 8.6 per cent in 1988. Of those reporting no degree, about 18 per cent were women and 82 per cent were men (Table 4.12).

Salary Distribution

Comparison of salaries for 1987 and 1988 reveals that the median salary for female teachers in Ontario public secondary schools in 1988 was \$48 387, or 92.4 per cent of the median salary for male teachers (see Table 4.13). In 1987, the median for female teachers was \$46 285, or 92.3 per cent of the median figure for male teachers.

The highest percentages of both men and women were found in the \$45 000+ salary range in 1988: 60.5 per cent of all female teachers and 79.6 per cent of all male teachers were in this range. These figures represent an increase from 55 per cent for women and 76.9 per cent for men in 1987.

Roman Catholic Elementary Staff

The teaching staff in Roman Catholic elementary schools has increased by 15.1 per cent since 1985. There are now 2503 more female elementary teachers (see Table 4.14).

Distribution of Male and Female Teachers

For 1988, 76.2 per cent of the educational staff were women and 23.8 per cent were men. The percentage of women shows a slight increase and the percentage of men a slight decrease from 1985 figures (see Table 4.14).

More women held positions of added responsibility in 1988. The percentage of female principals rose from 20.9 in 1985 to 23.9 in 1988, and the percentage of women vice-principals, from 28.8 to 37 (see Table 4.15).

Age

Although the highest percentage of female educators continues to be found in the 30-39 years of age category, the highest percentage of male educators was in the 40-49 years of age category (Table 4.16).

In 1985, 43.3 per cent of all women were in the 30-39 years of age bracket, and 28.8 per cent were in the group aged 40-49. This distribution shifted to 35.8 per cent (30-39 years of age) and 34.7 per cent (40-49 years of age) in just three years.

Almost half of all male teachers in 1985 were in the 30-39 age group, and 32 per cent were in the group aged 40-49.

Here, too, a shift is seen: in 1988, 36 per cent of all men were in the 30-39 age group, and 41.6 per cent were in the 40-49 age group.

Years of Teaching Experience

There were 1 126 beginner teachers in 1988, slightly more than double the number of beginners in 1985. The proportion of beginner teachers who are female has risen from about 75 per cent in 1985 to just over 77 per cent in 1988 (Table 4.17).

The highest percentages of both male and female educational staff had between 11 and 20 years of experience in both 1985 and 1988.

Educational Level

Almost 91 per cent of all male teachers held a degree in 1988, compared to 88.9 per cent in 1985. In 1988, 65 per cent of all female teachers held a degree, an increase from 58.1 per cent in 1985 (Table 4.18).

Although only 4 per cent of all women teachers held masters' degrees, 18.2 per cent of all men teachers held these degrees in 1988.

Salary Distribution

The distribution of both men and women across the various salary intervals were relatively even in 1988: the median salary for women elementary teachers was \$39 774 in 1988, or 81.1 per cent of the median salary for men. In 1987, the median salary for women was \$38 390, or 81.7 per cent of the median salary for men (Table 4.19).

Highest Teaching Level

The data on highest teaching level and sex of elementary staff in Roman Catholic separate schools pertain to 1987 and 1988 due to the extension of public funding to Grade 13 in 1987. (See Table 4.20; like Table 4.8, this table provides data on both elementary and secondary teaching staff.)

In 1988, Grades JK-6 were reported by 65.8 per cent of all women as the highest level taught, whereas about 76.8 per cent of all men reported Grades 7-13 as the highest level taught.

Of all teachers listing Grades JK-3 as the highest level taught in 1988, only 4.3 per cent were male.

Roman Catholic Secondary Staff

As with the data on elementary staff, secondary-level data are not comparable with previous years because public funding was extended to Grade 13 in 1987. Data for 1987 thus became the benchmark year for future comparisons.

Summary of 1987 and 1988 Employment Data

In 1988 women comprised 45.6 per cent of the secondary teaching force (see Table 4.14).

They made up about 32 per cent of the total positions of added responsibility, a slight increase over the 30 per cent figure for 1987 (Table 4.21).

In 1988 approximately 21 per cent of all secondary principals, 22 per cent of all vice-principals, and 35 per cent of all department heads were female (see Table 4.22).

As was the case in 1987, the highest percentage of both male and female teaching staff was in the 30-39 age category (see Table 4.23).

Fifty-three per cent of all beginner teachers were women, down slightly from 56 per cent in 1987. The highest percentage of both male and female teaching staff for 1987 and 1988 was in the 1-10 years of total teaching experience category (see Table 4.24).

A minimum of a bachelor's degree was held by 96 per cent of all male and female staff (see Table 4.25).

The median salary for women in 1988 was \$43 183, or 89 per cent of the corresponding salary for men. The highest percentages of both men and women were in the \$45 000+ salary range in 1987: more than 43 per cent of all female teachers and almost 60 per cent of all male teachers (see Table 4.26).

**Table 4.1: Public School Boards, Elementary and Secondary:
Distribution of Educational Staff by Sex, 1978 and 1988**

Academic Year Beginning	Women	Men	Total	% of Women	% of Men
Elementary					
1978	25 085	13 454	38 539	65.1	34.9
1988	28 684	13 009	41 693	68.8	31.2
Change	3 599	-445	3 154	3.7	-3.7
Secondary					
1978	10 676	24 651	35 327	30.2	69.8
1988	12 030	21 134	33 164	36.3	63.7
Change	1 354	-3 517	-2 163	6.1	-6.1

Source: September School Reports, 1978 and 1988.

**Table 4.2: Public School Boards, Elementary: Distribution of
Full-Time Teachers by Position and Sex, 1978 and 1988**

Position	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
Principal							
1978	166	2 325	2 491	6.7	93.3	0.7	17.3
1988	375	2 042	2 417	15.5	84.5	1.3	15.7
Change	209	-283	-74	8.8	-8.8	0.6	-1.6
Vice-Principal							
1978	176	963	1 139	15.5	84.5	0.7	7.2
1988	466	883	1 349	34.5	65.5	1.6	6.8
Change	290	-80	210	19.0	-19.0	0.9	-0.4
Department Head							
1978	133	232	365	36.4	63.6	0.5	1.7
1988	220	267	487	45.2	54.8	0.8	2.1
Change	87	35	122	8.8	-8.8	0.3	0.4
Classroom Teacher							
1978	22 084	9 246	31 330	70.5	29.5	88.0	68.7
1988	25 028	9 133	34 161	73.3	26.7	87.3	70.2
Change	2 944	-113	2 831	2.8	-2.8	-0.7	1.5
Other							
1978	2 526	688	3 214	78.6	21.4	10.1	5.1
1988	2 595	684	3 279	79.1	20.9	9.0	5.3
Change	69	-4	65	0.5	-0.5	-1.1	0.2
Total							
1978	25 085	13 454	38 539	65.1	34.9	100.0	100.0
1988	28 684	13 009	41 693	68.8	31.2	100.0	100.0
Change	3 599	-445	3 154	3.7	-3.7		

Source: September School Reports, 1978 and 1988.

Table 4.3: Public Elementary and Secondary School Teachers in Positions of Added Responsibility, 1978 and 1988

Position	1978			1988		
	Women	Men	Total	Women	Men	Total
Elementary						
Principal	166	2 325	2 491	375	2 042	2 417
Vice-Principal	176	963	1 139	466	883	1 349
Department Head	133	232	365	220	267	487
Subtotal	475	3 520	3 995	1 061	3 192	4 253
% of Total	11.89	88.11	100.00	24.95	75.05	100.00
Secondary						
Principal	17	560	577	53	512	565
Vice-Principal	59	759	818	163	686	849
Department Head	1 328	5 406	6 734	1 930	5 073	7 003
Subtotal	1 404	6 725	8 129	2 146	6 271	8 417
% of Total	17.27	82.73	100.00	25.50	74.50	100.00

Source: September School Reports, 1978 and 1988.

Table 4.4: Public School Boards, Elementary: Distribution of Full-Time Teachers by Age and Sex, 1978 and 1988

Age	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
19-29							
1978	8 009	2 545	10 554	75.9	24.1	32.0	19.0
1988	3 813	675	4 488	85.0	15.0	13.3	5.2
Change	-4 196	-1 870	-6 066	9.1	-9.1	-18.7	-13.8
30-39							
1978	9 390	7 264	16 654	56.4	43.6	37.5	54.1
1988	9 228	3 409	12 637	73.0	27.0	32.2	26.3
Change	-162	-3 855	-4 017	16.6	-16.6	-5.3	-27.8
40-49							
1978	4 732	2 666	7 398	64.0	36.0	18.9	19.9
1988	11 572	6 910	18 482	62.6	37.4	40.4	53.4
Change	6 840	4 244	11 084	-1.4	1.4	21.5	33.5
50-59							
1978	2 432	860	3 292	73.9	26.1	9.7	6.4
1988	3 736	1 888	5 624	66.4	33.6	13.1	14.6
Change	1 304	1 028	2 332	-7.5	7.5	3.4	8.2
60+							
1978	490	94	584	83.9	16.1	2.0	0.7
1988	276	64	340	81.2	18.8	1.0	0.5
Change	-214	-30	-244	-2.7	2.7	-1.0	-0.2
Total*							
1978	25 053	13 429	38 482	65.1	34.9	100.0	100.0
1988	28 625	12 946	41 571	68.9	31.1	100.0	100.0
Change	3 572	-483	3 089	3.8	-3.8		

Source: September School Reports, 1978 and 1988.

* Does not include teachers who did not report their age: 32 women and 25 men in 1978; 59 women and 63 men in 1988.

Table 4.5: Public School Boards, Elementary: Distribution of Full-Time Teachers by Total Teaching Experience and Sex, 1978 and 1988

Teaching Experience	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
Beginners							
1978	446	169	615	72.5	27.5	1.8	1.3
1988	1 219	298	1 517	80.4	19.6	4.2	2.3
Change	773	129	902	7.9	-7.9	2.4	1.0
1-10 years							
1978	13 065	6 004	19 069	68.5	31.5	52.1	44.6
1988	8 659	1 914	10 573	81.9	18.1	30.2	14.7
Change	-4 406	-4 090	-8 496	13.4	-13.4	-21.9	-29.9
11-20 years							
1978	8 281	5 173	13 454	61.6	38.4	33.0	38.4
1988	11 731	5 511	17 242	68.0	32.0	40.9	42.4
Change	3 450	338	3 788	6.4	-6.4	7.9	4.0
21-30 years							
1978	2 735	1 769	4 504	60.7	39.3	10.9	13.1
1988	6 262	4 548	10 810	57.9	42.1	21.8	35.0
Change	3 527	2 779	6 306	-2.8	2.8	10.9	21.9
31+ years							
1978	558	339	897	62.2	37.8	2.2	2.5
1988	813	738	1 551	52.4	47.6	2.8	5.7
Change	255	399	654	-9.8	9.8	0.6	3.2
Total							
1978	25 085	13 454	38 539	65.1	34.9	100.0	100.0
1988	28 684	13 009	41 693	68.8	31.2	100.0	100.0
Change	3 599	-445	3 154	3.7	-3.7		

Source: September School Reports, 1978 and 1988.

Table 4.6: Public School Boards, Elementary: Distribution of Full-Time Teachers by Highest Degree Obtained and Sex, 1978 and 1988

Highest Degree	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
No Degree							
1978	13 200	2 645	15 845	83.3	16.7	52.7	19.7
1988	9 379	1 444	10 823	86.7	13.3	32.8	11.2
Change	-3 821	-1 201	-5 022	3.4	-3.4	-19.9	-8.5
Bachelor's							
1978	11 485	9 540	21 025	54.6	45.4	45.8	71.0
1988	17 580	9 036	26 616	66.1	33.9	61.4	69.8
Change	6 095	-504	5 591	11.5	-11.5	15.6	-1.2
Master's							
1978	369	1 236	1 605	23.0	77.0	1.5	9.2
1988	1 647	2 454	4 101	40.2	59.8	5.8	19.0
Change	1 278	1 218	2 496	17.2	-17.2	4.3	9.8
Doctorate							
1978	9	8	17	52.9	47.1	0.0	0.1
1988	24	13	37	64.9	35.1	0.1	0.1
Change	15	5	20	12.0	-12.0	0.1	0.0
Total*							
1978	25 063	13 429	38 492	65.1	34.9	100.0	100.0
1988	28 630	12 947	41 577	68.9	31.1	100.0	100.0
Change	3 567	-482	3 085	3.8	-3.8		

Source: School September Reports, 1978 and 1988.

* Does not include teachers who did not report the highest degree obtained: 22 women and 25 men in 1978; 54 women and 62 men in 1988.

Table 4.7: Public School Boards, Elementary: Distribution of Full-Time Teachers by Total Salary and Sex, 1987 and 1988

Salary (\$)	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
Under 21 000							
1987	201	23	224	89.7	10.3	0.8	0.2
1988	277	25	302	91.7	8.3	1.0	0.2
Change	76	2	78	2.0	-2.0	0.2	0.0
21 000 - 23 999							
1987	387	63	450	86.0	14.0	1.5	0.5
1988	221	33	254	87.0	13.0	0.8	0.3
Change	-166	-30	-196	1.0	-1.0	-0.7	-0.2
24 000 - 26 999							
1987	1 408	184	1 592	88.4	11.6	5.5	1.4
1988	1 321	237	1 558	84.8	15.2	4.7	1.8
Change	-87	53	-34	-3.6	3.6	-0.8	0.4
27 000 - 29 999							
1987	2 190	335	2 525	86.7	13.3	8.5	2.6
1988	1 761	266	2 027	86.9	13.1	6.3	2.1
Change	-429	-69	-498	0.2	-0.2	-2.2	-0.5
30 000 - 32 999							
1987	2 386	368	2 754	86.6	13.4	9.3	2.9
1988	2 990	380	3 370	88.7	11.3	10.7	3.0
Change	604	12	616	2.1	-2.1	1.4	0.1
33 000 - 35 999							
1987	2 962	439	3 401	87.1	12.9	11.5	3.4
1988	2 408	392	2 800	86.0	14.0	8.6	3.0
Change	-554	-47	-601	-1.1	1.1	-2.9	-0.4
36 000 - 38 999							
1987	2 057	469	2 526	81.4	18.6	8.0	3.7
1988	3 106	494	3 600	86.3	13.7	11.1	3.8
Change	1 049	25	1 074	4.9	-4.9	3.1	0.1
39 000 - 41 999							
1987	2 471	1 083	3 554	69.5	30.5	9.6	8.5
1988	1 526	489	2 015	75.7	24.3	5.5	3.8
Change	-945	-594	-1539	6.2	-6.2	-4.1	-4.7
42 000 - 44 999							
1987	2 514	1 191	3 705	67.9	32.1	9.8	9.3
1988	2 502	1 123	3 625	69.0	31.0	9.0	8.7
Change	-12	-68	-80	1.1	-1.1	-0.8	-0.6
45 000 and over							
1987	8 931	8 634	17 565	50.8	49.2	34.8	67.5
1988	11 751	9 438	21 189	55.5	44.5	42.2	73.3
Change	2 820	804	3 624	4.7	-4.7	7.4	5.8
Total*							
1987	25 698	12 791	38 489	66.8	33.2	100.0	100.0
1988	27 863	12 877	40 740	68.4	31.6	100.0	100.0
Change	2 165	86	2 251	1.6	-1.6		
Median Salary							
1987	\$40 295	\$48 185	\$43 640				
1988	\$42 385	\$50 761	\$45 674				

Source: September School Reports, 1987 and 1988.

* Does not include teachers who did not report their salary: 694 women and 90 men in 1987; 821 women and 132 men in 1988.

**Table 4.8: Public School Boards, Elementary and Secondary:
Distribution of Full-Time Teachers by Highest Teaching Level
and Sex, 1978 and 1988**

Teaching Level	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
JK/Kindergarten							
1978	2 109	22	2 131	99.0	1.0	6.6	0.1
1988	2 541	68	2 609	97.4	2.6	8.0	0.3
Change	432	46	478	-1.6	1.6	1.4	0.2
Grades 1-3							
1978	9 531	638	10 169	93.7	6.3	29.6	1.9
1988	9 277	734	10 011	92.7	7.3	29.1	2.9
Change	-1 304	96	-1 270	-1.0	1.0	-0.5	1.0
Grades 4-6							
1978	6 450	4 456	10 906	59.1	40.9	20.1	13.1
1988	6 447	3 674	10 121	63.7	36.3	20.3	14.5
Change	-3	-782	-1 567	4.6	-4.6	0.2	1.4
Grades 7-8							
1978	4 420	6 368	10 788	41.0	59.0	13.7	18.8
1988	4 833	4 848	9 681	49.9	50.1	15.2	19.2
Change	413	-1 553	-1 722	8.9	-8.9	1.5	0.4
Grades 9-10							
1978	1 013	1 912	2 925	34.6	65.4	3.1	5.6
1988	965	1 170	2 135	45.2	54.8	3.0	4.6
Change	-48	-742	-790	10.6	-10.6	-0.1	-1.0
Grades 11-12							
1978	6 305	12 794	19 099	33.0	67.0	19.6	37.7
1988	5 440	8 784	14 224	38.2	61.8	17.1	34.8
Change	-1 317	-3 604	-4 921	5.2	-5.2	-2.5	-2.9
Grade 13							
1978	2 336	7 722	10 058	23.2	76.8	7.3	22.8
1988	2 327	5 989	8 316	28.0	72.0	7.3	23.7
Change	-9	-2 025	-2 556	4.8	-4.8	0.0	0.9
Total							
1978	32 164	33 912	66 076	48.7	51.3	100.0	100.0
1988	31 830	25 267	57 097	55.7	44.3	100.0	100.0
Change	-4 320	-8 581	-12 901	7.0	-7.0		

Source: September School Reports, 1978 and 1988.

Table 4.9: Public School Boards, Secondary: Distribution of Full-Time Teachers by Position and Sex, 1978 and 1988

Position	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
Principal							
1978	17	560	577	2.9	97.1	0.2	2.3
1988	53	512	565	9.4	9.6	0.4	2.4
Change	36	-48	-12	6.5	-6.5	0.2	0.1
Vice-Principal							
1978	59	759	818	7.2	92.8	0.6	3.1
1988	163	686	849	19.2	80.8	1.4	3.2
Change	104	-73	31	12.0	-12.0	0.8	0.1
Department Head							
1978	1 328	5 406	6 734	19.7	80.3	12.4	21.9
1988	1 930	5 073	7 003	27.6	72.4	16.0	24.0
Change	602	-333	269	7.9	-7.9	3.6	2.1
Classroom Teacher							
1978	8 728	16 818	25 546	34.2	65.8	81.8	68.2
1988	9 322	14 194	23 516	39.6	60.4	77.5	67.2
Change	594	-2 624	-2 030	5.4	-5.4	-4.3	-1.0
Other							
1978	544	1 108	1 652	32.9	67.1	5.1	4.5
1988	562	669	1 231	45.7	54.3	4.7	3.2
Change	18	-439	-421	12.8	-12.8	-0.4	-1.3
Total							
1978	10 676	24 651	35 327	30.2	69.8	100.0	100.0
1988	12 030	21 134	33 164	36.3	63.7	100.0	100.0
Change	1 354	-3 517	-2 163	6.1	-6.1		

Source: September School Reports, 1978 and 1988.

Table 4.10: Public School Boards, Secondary: Distribution of Full-Time Teachers by Age and Sex, 1978 and 1988

Age	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
19-29							
1978	3 239	2 783	6 022	53.8	46.2	30.4	11.3
1988	1 648	951	2 599	63.4	36.6	13.8	4.5
Change	-1 591	-1 832	-3 423	9.6	-9.6	-16.6	-6.8
30-39							
1978	4 149	11 148	15 297	27.1	72.9	39.0	45.3
1988	4 010	4 334	8 344	48.1	51.9	33.5	20.6
Change	-139	-6 814	-6 953	21.0	-21.0	-5.5	-24.7
40-49							
1978	1 814	6 919	8 733	20.8	79.2	17.0	28.1
1988	4 716	10 320	15 036	31.4	68.6	39.3	49.0
Change	2 902	3 401	6 303	10.6	-10.6	22.3	20.9
50-59							
1978	1 201	3 303	4 504	26.7	73.3	11.3	13.4
1988	1 433	5 046	6 479	22.1	77.9	12.0	23.9
Change	232	1 743	1 975	-4.6	4.6	0.7	10.5
60+							
1978	242	448	690	35.1	64.9	2.3	1.8
1988	178	425	603	29.5	70.5	1.5	2.0
Change	-64	-23	-87	-5.6	5.6	-0.8	0.2
Total*							
1978	10 645	24 601	35 246	30.2	69.8	100.0	100.0
1988	11 985	21 076	33 061	36.3	63.7	100.0	100.0
Change	1 340	-3 525	-2 185	6.1	-6.1		

Source: September School Reports, 1978 and 1988.

* Does not include teachers who did not report their age: 31 women and 58 men in 1978; 45 women and 58 men in 1988.

Table 4.11: Public School Boards, Secondary: Distribution of Full-Time Teachers by Total Teaching Experience and Sex, 1978 and 1988

Teaching Experience	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
Beginners							
1978	407	428	835	48.7	51.3	3.8	1.7
1988	466	384	850	54.8	45.2	3.9	1.8
Change	59	-44	15	6.1	-6.1	0.1	0.1
1-10 years							
1978	6 182	9 687	15 869	39.0	61.0	57.9	39.3
1988	4 430	3 355	7 785	56.9	43.1	36.8	15.9
Change	-1 752	-6 332	-8 084	17.9	-17.9	-21.1	-23.4
11-20 years							
1978	3 086	11 107	14 193	21.7	78.3	28.9	45.1
1988	4 960	8 417	13 377	37.1	62.9	41.2	39.8
Change	1 874	-2 690	-816	15.3	-15.3	12.3	-5.3
21-30 years							
1978	821	3 014	3 835	21.4	78.6	7.7	12.2
1988	1 989	8 190	10 179	19.5	80.5	16.5	38.8
Change	1 168	5 176	6 344	-1.9	1.9	8.8	26.6
31+ years							
1978	180	415	595	30.3	69.7	1.7	1.7
1988	185	788	973	19.0	81.0	1.5	3.7
Change	5	373	378	-11.2	11.2	-0.2	2.0
Total							
1978	10 676	24 651	35 327	30.2	69.8	100.0	100.0
1988	12 030	21 134	33 164	36.3	63.7	100.0	100.0
Change	1 354	-3 517	-2 163	6.1	-6.1		

Source: September School Reports, 1978 and 1988.

Table 4.12: Public School Boards, Secondary: Distribution of Full-Time Teachers by Highest Degree Obtained and Sex, 1978 and 1988

Highest Degree	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
No Degree							
1978	846	4 217	5 063	16.7	83.3	7.9	17.1
1988	510	2 338	2 848	17.9	82.1	4.3	11.1
Change	-336	-1 879	-2 215	1.2	-1.2	-3.6	-6.0
Bachelor's							
1978	9 009	17 580	26 589	33.9	66.1	84.6	71.4
1988	10 077	15 258	25 335	39.8	60.2	84.1	72.4
Change	1 068	-2 322	-1 254	5.9	-5.9	-0.5	1.0
Master's							
1978	777	2 733	3 510	22.1	77.9	7.3	11.1
1988	1 371	3 404	4 775	28.7	71.3	11.4	16.1
Change	594	671	1 265	6.6	-6.6	4.1	5.0
Doctorate							
1978	19	82	101	18.8	81.2	0.2	0.3
1988	27	81	108	25.0	75.0	0.2	0.4
Change	8	-1	7	6.2	-6.2	0.0	0.1
Total*							
1978	10 651	24 612	35 263	30.2	69.8	100.0	100.0
1988	11 985	21 081	33 066	36.2	63.8	100.0	100.0
Change	1 334	-3 531	-2 197	6.0	-6.0		

Source: September School Reports, 1978 and 1988.

* Does not include teachers who did not report the highest degree obtained: 25 women and 39 men in 1978; 45 women and 53 men in 1988.

Table 4.13: Public School Boards, Secondary: Distribution of Full-Time Teachers by Total Salary and Sex, 1987 and 1988

Salary (\$)	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
Under 21 000							
1987	52	28	80	65.0	35.0	0.5	0.1
1988	47	25	72	65.3	34.7	0.4	0.1
Change	-5	-3	-8	0.3	-0.3	-0.1	0.0
21 000 - 23 999							
1987	128	81	209	61.2	38.8	1.2	0.4
1988	53	36	89	59.6	40.4	0.5	0.2
Change	-75	-45	-120	-1.6	1.6	-0.7	-0.2
24 000 - 26 999							
1987	275	224	499	55.1	44.9	2.5	1.1
1988	303	251	554	54.7	45.3	2.6	1.2
Change	28	27	55	-0.4	0.4	0.1	0.1
27 000 - 29 999							
1987	544	364	908	59.9	40.1	5.0	1.7
1988	456	360	816	55.9	44.1	4.0	1.7
Change	-88	-4	-92	-4.0	4.0	-1.0	0.0
30 000 - 32 999							
1987	527	421	948	55.6	44.4	4.8	2.0
1988	610	444	1 054	57.9	42.1	5.3	2.1
Change	83	23	106	2.3	-2.3	0.5	0.1
33 000 - 35 999							
1987	529	407	936	56.5	43.5	4.8	1.9
1988	546	468	1 014	53.8	46.2	4.7	2.2
Change	17	61	78	-2.7	2.7	-0.1	0.3
36 000 - 38 999							
1987	564	514	1 078	52.3	47.7	5.1	2.4
1988	546	450	996	54.8	45.2	4.7	2.2
Change	-18	-64	-82	2.5	-2.5	-0.4	-0.2
39 000 - 41 999							
1987	1 091	1 450	2 541	42.9	57.1	9.9	6.9
1988	782	732	1 514	51.7	48.3	6.8	3.5
Change	-309	-718	-1 027	8.8	-8.8	-3.1	-3.4
42 000 - 44 999							
1987	1 230	1 379	2 609	47.1	52.9	11.2	6.6
1988	1 216	1 494	2 710	44.9	55.1	10.5	7.2
Change	-14	115	101	-2.2	2.2	-0.7	0.6
45 000 and over							
1987	6 030	16 177	22 207	27.2	72.8	55.0	76.9
1988	6 979	16 597	23 576	29.6	70.4	60.5	79.6
Change	949	420	1 369	2.4	-2.4	5.5	2.7
Total*							
1987	10 970	21 045	32 015	34.3	65.7	100.0	100.0
1988	11 538	20 857	32 395	35.6	64.4	100.0	100.0
Change	568	-188	380	1.3	-1.3		
Median Salary							
1987	\$46 285	\$50 124	\$49 228				
1988	\$48 387	\$52 377	\$51 606				

Source: September School Reports, 1987 and 1988.

Note: Medians for 1987 and 1988 are calculated from grouped data with different intervals.

* Does not include teachers who did not report their salary: 344 women and 213 men in 1987; 492 women and 277 men in 1988.

**Table 4.14: Roman Catholic School Boards, Elementary and Secondary:
Distribution of Educational Staff by Sex, 1985/88 and 1987/88**

Academic Year Beginning	Women	Men	Total	% of Women	% of Men
Elementary					
1985	13 042	4 690	17 732	73.6	26.4
1988	15 545	4 865	20 410	76.2	23.8
Change	2 503	175	2 678	2.6	-2.6
Secondary					
1987	2 941	3 553	6 494	45.3	54.7
1988	3 524	4 208	7 732	45.6	54.4
Change	583	655	1 238	0.3	-0.3

Source: September School Reports, 1985 and 1988.

Note: Data are not comparable with those for the years prior to 1987 due to the extension of public funding to Roman Catholic schools, from 1985 to 1987.

**Table 4.15: Roman Catholic School Boards, Elementary: Distribution of
Full-Time Teachers by Position and Sex, 1985 and 1988**

Position	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
Principal							
1985	254	960	1 214	20.9	79.1	1.9	20.5
1988	299	951	1 250	23.9	76.1	1.9	19.5
Change	45	-9	36	3.0	-3.0	0.0	-1.0
Vice-Principal							
1985	86	213	299	28.8	71.2	0.7	4.5
1988	141	240	381	37.0	63.0	0.9	4.9
Change	55	27	82	8.2	-8.2	0.2	0.4
Department Head							
1985	4	3	7	57.1	42.9	0.0	0.1
1988	3	0	3	100.0	0.0	0.0	0.0
Change	-1	-3	-4	42.9	-42.9	0.0	-0.1
Classroom Teacher							
1985	11 460	3 218	14 678	78.1	21.9	87.9	68.6
1988	13 489	3 322	16 811	80.2	19.8	86.8	68.3
Change	2 029	104	2 133	2.1	-2.1	-1.1	-0.3
Other							
1985	1 238	296	1 534	80.7	19.3	9.5	6.3
1988	1 613	352	1 965	82.1	17.9	10.4	7.2
Change	375	56	431	1.4	-1.4	0.9	0.9
Total							
1985	13 042	4 690	17 732	73.6	26.4	100.0	100.0
1988	15 545	4 865	20 410	76.2	23.8	100.0	100.0
Change	2 503	175	2 678	2.6	-2.6		

Source: September School Reports, 1985 and 1988.

Note: Data are not comparable with those for the years prior to 1987 due to the extension of public funding to Roman Catholic schools, from 1985 to 1987.

Table 4.16: Roman Catholic School Boards, Elementary: Distribution of Full-Time Teachers by Age and Sex, 1985 and 1988

Age	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
19-29							
1985	2 189	505	2 694	81.3	18.7	16.8	10.8
1988	2 865	600	3 465	82.7	17.3	18.5	12.5
Change	676	95	771	1.4	-1.4	1.7	1.7
30-39							
1985	5 641	2 321	7 962	70.8	29.2	43.3	49.7
1988	5 542	1 728	7 270	76.2	23.8	35.8	36.0
Change	-99	-593	-692	5.4	-5.4	-7.5	-13.7
40-49							
1985	3 745	1 495	5 240	71.5	28.5	28.8	32.0
1988	5 380	1 997	7 377	72.9	27.1	34.7	41.6
Change	1 635	502	2 137	1.4	-1.4	5.9	9.6
50-59							
1985	1 287	329	1 616	79.6	20.4	9.9	7.0
1988	1 583	456	2 039	77.6	22.4	10.2	9.5
Change	296	127	423	-2.0	2.0	0.3	2.5
60+							
1985	160	23	183	87.4	12.6	1.2	0.5
1988	127	23	150	84.7	15.3	0.8	0.5
Change	-33	0	-33	-2.7	2.7	-0.4	0.0
Total*							
1985	13 022	4 673	17 695	73.6	26.4	100.0	100.0
1988	15 497	4 804	20 301	76.3	23.7	100.0	100.0
Change	2 475	131	2 606	2.7	-2.7		

Source: September School Reports, 1985 and 1988.

Note: Data are not comparable with those for the years prior to 1987 due to the extension of public funding to Roman Catholic schools, from 1985 to 1987.

* Does not include teachers who did not report their age: 39 women and 42 men in 1985; 48 women and 61 men in 1988.

Table 4.17: Roman Catholic School Boards, Elementary: Distribution of Full-Time Teachers by Total Teaching Experience and Sex, 1985 and 1988

Teaching Experience	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
Beginners							
1985	369	126	495	74.5	25.5	2.8	2.7
1988	870	256	1 126	77.3	22.7	5.6	5.3
Change	501	130	631	2.8	-2.8	2.8	2.6
1-10 years							
1985	4 481	1 427	5 908	75.8	24.2	34.4	30.4
1988	5 501	1 242	6 743	81.6	18.4	35.4	25.5
Change	1 020	-185	835	5.8	-5.8	1.0	-4.9
11-20 years							
1985	5 484	2 059	7 543	72.7	27.3	42.0	43.9
1988	5 764	1 978	7 742	74.5	25.5	37.1	40.7
Change	280	-81	199	1.8	-1.8	-4.9	-3.2
21-30 years							
1985	2 336	984	3 320	70.4	29.6	17.9	21.0
1988	2 982	1 236	4 218	70.7	29.3	19.2	25.4
Change	646	252	898	0.3	-0.3	1.3	4.4
31+ years							
1985	372	94	466	79.8	20.2	2.9	2.0
1988	428	153	581	73.7	26.3	2.8	3.1
Change	56	59	115	-6.1	6.1	-0.1	1.1
Total							
1985	13 042	4 690	17 732	73.6	26.4	100.0	100.0
1988	15 545	4 865	20 410	76.2	23.8	100.0	100.0
Change	2 503	175	2 678	2.6	-2.6		

Source: September School Reports, 1985 and 1988.

Note: Data are not comparable with those for the years prior to 1987 due to the extension of public funding to Roman Catholic schools, from 1985 to 1987.

**Table 4.18: Roman Catholic Separate School Boards, Elementary:
Distribution of Full-Time Teachers by Highest Degree Obtained
and Sex, 1985 and 1988**

Highest Degree	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
No Degree							
1985	5 453	518	5 971	91.3	8.7	41.9	11.1
1988	5 422	435	5 857	92.6	7.4	35.0	9.1
Change	-31	-83	-114	1.3	-1.3	-6.9	-2.0
Bachelor's							
1985	7 120	3 366	10 486	67.9	32.1	54.7	72.0
1988	9 451	3 489	12 940	73.0	27.0	61.0	72.6
Change	2 331	123	2 454	5.1	-5.1	6.3	0.6
Master's							
1985	448	781	1 229	36.5	63.5	3.4	16.7
1988	616	872	1 488	41.4	58.6	4.0	18.2
Change	168	91	259	4.9	-4.9	0.6	1.5
Doctorate							
1985	5	8	13	38.5	61.5	0.0	0.2
1988	11	8	19	57.9	42.1	0.1	0.2
Change	6	0	6	19.4	-19.4	0.1	0.0
Total*							
1985	13 026	4 673	17 699	73.6	26.4	100.0	100.0
1988	15 500	4 804	20 304	76.3	23.7	100.0	100.0
Change	2 474	131	2 605	2.7	-2.7		

Source: September School Reports, 1985 and 1988.

Note: Data are not comparable with those for the years prior to 1987 due to the extension of public funding to Roman Catholic schools, from 1985 to 1987.

* Does not include teachers who did not report their highest degree obtained: 16 women and 17 men in 1985; 45 women and 61 men in 1988.

Table 4.19: Roman Catholic School Boards, Elementary: Distribution of Full-Time Teachers by Total Salary and Sex, 1987 and 1988

Salary (\$)	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
Under 21 000							
1987	95	10	105	90.5	9.5	0.7	0.2
1988	128	6	134	95.5	4.5	0.8	0.1
Change	33	-4	29	5.0	-5.0	0.1	-0.1
21 000 - 23 999							
1987	358	85	443	80.8	19.2	2.5	1.8
1988	215	42	257	83.7	16.3	1.4	0.9
Change	-143	-43	-186	2.9	-2.9	-1.1	-0.9
24 000 - 26 999							
1987	918	162	1 080	85.0	15.0	6.5	3.5
1988	952	205	1 157	82.3	17.7	6.3	4.3
Change	34	43	77	-2.7	2.7	-0.2	0.8
27 000 - 29 999							
1987	1 429	178	1 607	88.9	11.1	10.1	3.8
1988	1 224	231	1 455	84.1	15.9	8.0	4.8
Change	-205	53	-152	-4.8	4.8	-2.1	1.0
30 000 - 32 999							
1987	1 667	252	1 919	86.9	13.1	11.8	5.4
1988	1 625	220	1 845	88.1	11.9	10.7	4.6
Change	-42	-32	-74	1.2	-1.2	-1.1	-0.8
33 000 - 35 999							
1987	1 749	236	1 985	88.1	11.9	12.4	5.0
1988	1 852	237	2 089	88.7	11.3	12.2	4.9
Change	103	1	104	0.6	-0.6	-0.2	-0.1
36 000 - 38 999							
1987	1 055	195	1 250	84.4	15.6	7.5	4.2
1988	1 340	223	1 563	85.7	14.3	8.8	4.6
Change	285	28	313	1.3	-1.3	1.3	0.4
39 000 - 41 999							
1987	1 427	370	1 797	79.4	20.6	10.1	7.9
1988	1 049	216	1 265	82.9	17.1	6.9	4.5
Change	-378	-154	-532	3.5	-3.5	-3.2	-3.4
42 000 - 44 999							
1987	1 435	440	1 875	76.5	23.5	10.2	9.4
1988	1 696	426	2 122	79.9	20.1	11.1	8.8
Change	261	-14	247	3.4	-3.4	0.9	-0.6
45 000 and over							
1987	3 980	2 749	6 729	59.1	40.9	28.2	58.8
1988	5 131	3 016	8 147	63.0	37.0	33.7	62.5
Change	1 151	267	1 418	3.9	-3.9	5.5	3.7
Total*							
1987	14 113	4 677	18 790	75.1	24.9	100.0	100.0
1988	15 212	4 822	20 034	75.9	24.1	100.0	100.0
Change	1 099	145	1 244	0.8	-0.8		
Median Salary							
1987	\$38 390	\$46 964	\$40 679				
1988	\$39 774	\$48 997	\$41 752				

Source: September School Reports, 1987 and 1988.

Note: Data are not comparable with those for the years prior to 1987 due to the extension of public funding to Roman Catholic schools, from 1985 to 1987.

* Does not include teachers who did not report their salary: 236 women and 41 men in 1987; 333 women and 43 men in 1988.

**Table 4.20: Roman Catholic School Boards, Elementary and Secondary:
Distribution of Full-Time Teachers by Highest Teaching Level
and Sex, 1987 and 1988**

Teaching Level	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
JK/Kindergarten							
1987	1 550	26	1 576	98.4	1.6	11.0	0.4
1988	1 675	37	1 712	97.8	2.2	11.0	0.6
Change	125	11	136	-0.4	0.4	0.0	0.2
Grades 1-3							
1987	4 375	224	4 599	95.1	4.9	31.1	3.6
1988	4 721	245	4 966	95.1	4.9	30.9	3.7
Change	346	21	367	0.0	0.0	-0.2	0.1
Grades 4-6							
1987	3 357	1 239	4 596	73.0	27.0	23.9	20.1
1988	3 662	1 249	4 911	74.6	25.4	23.9	18.9
Change	305	10	315	1.6	-1.6	0.0	-1.2
Grades 7-8							
1987	2 509	1 859	4 368	57.4	42.6	17.9	30.2
1988	2 685	1 896	4 581	58.6	41.4	17.6	28.7
Change	176	37	213	1.2	-1.2	-0.3	-1.5
Grades 9-10							
1987	583	707	1 290	45.2	54.8	4.1	11.5
1988	602	664	1 266	47.6	52.4	3.9	10.1
Change	19	-43	-24	2.4	-2.4	-0.2	-1.4
Grades 11-12							
1987	1 273	1 342	2 615	48.7	51.3	9.1	21.8
1988	1 429	1 556	2 985	47.9	52.1	9.3	23.6
Change	156	214	370	-0.8	0.8	0.2	1.8
Grade 13							
1987	407	755	1 162	35.0	65.0	2.9	12.3
1988	520	953	1 473	35.3	64.7	3.4	14.4
Change	113	198	311	0.3	-0.3	0.5	2.1
Total							
1987	14 054	6 152	20 206	69.6	30.4	100.0	100.0
1988	15 294	6 600	21 894	69.9	30.1	100.0	100.0
Change	1 240	448	1 688	0.3	-0.3		

Source: September School Reports, 1987 and 1988.

Note: Data are not comparable with those for the years prior to 1987 due to the extension of public funding in Roman Catholic schools, from 1985 to 1987.

Table 4.21: Roman Catholic Elementary and Secondary School Teachers in Positions of Added Responsibility

Position	Female	Male	Total	Female	Male	Total
Elementary	1985			1988		
Principal	254	960	1 214	299	951	1 250
Vice-Principal	86	213	299	141	240	381
Department Head	4	3	7	3	0	3
Subtotal	344	1 176	1 520	443	1 191	1 634
% of Total	22.6	77.4	100.0	27.1	72.9	100.0
Secondary	1987			1988		
Principal	30	99	129	29	109	138
Vice-Principal	35	146	181	46	167	213
Department Head	344	705	1 049	439	834	1 273
Subtotal	409	950	1 359	514	1 110	1 624
% Total	30.1	69.9	100.0	31.7	68.3	100.0

Source: September School Reports, 1985, 1987, and 1988.

Note: Data are not comparable with those for the years prior to 1987 due to the extension of public funding to Roman Catholic schools, from 1985 to 1987.

Table 4.22: Roman Catholic School Boards, Secondary: Distribution of Full-Time Teachers by Position and Sex, 1987 and 1988

Position	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
Principal							
1987	30	99	129	23.3	76.7	1.0	2.8
1988	29	109	138	21.0	79.0	0.8	2.6
Change	-1	10	9	-2.3	2.3	-0.2	-0.2
Vice-Principal							
1987	35	146	181	19.3	80.7	1.2	4.1
1988	46	167	213	21.6	78.4	1.3	4.0
Change	11	21	32	2.3	-2.3	0.1	-0.1
Department Head							
1987	344	705	1 049	32.8	67.2	11.7	19.8
1988	439	834	1 273	34.5	65.5	12.5	19.8
Change	95	129	224	1.7	-1.7	0.8	0.0
Classroom Teacher							
1987	2 400	2 501	4 901	49.0	51.0	81.6	70.4
1988	2 861	2 982	5 843	49.0	51.0	81.2	70.9
Change	461	481	942	0.0	0.0	-0.4	0.5
Other							
1987	132	102	234	56.4	43.6	4.5	2.9
1988	149	116	265	56.2	43.8	4.2	2.8
Change	17	14	31	-0.2	0.2	-0.3	-0.1
Total							
1987	2 941	3 553	6 494	45.3	54.7	100.0	100.0
1988	3 524	4 208	7 732	45.6	54.4	100.0	100.0
Change	583	655	1 238	0.3	-0.3		

Source: September School Reports, 1987 and 1988.

Note: Data are not comparable with those for the years prior to 1987 due to the extension of public funding to Roman Catholic schools, from 1985 to 1987.

Table 4.23: Roman Catholic School Boards, Secondary: Distribution of Full-Time Teachers by Age and Sex, 1987 and 1988

Age	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
19-29							
1987	836	602	1 438	58.1	41.9	28.6	17.0
1988	977	681	1 658	58.9	41.1	27.8	16.2
Change	141	79	220	0.8	-0.8	-0.8	-0.8
30-39							
1987	1 162	1 562	2 724	42.7	57.3	39.7	44.2
1988	1 363	1 756	3 119	43.7	56.3	38.8	41.9
Change	201	194	395	1.0	-1.0	-0.9	-2.3
40-49							
1987	710	1 076	1 786	39.8	60.2	24.3	30.4
1988	913	1 393	2 306	39.6	60.4	26.0	33.2
Change	203	317	520	-0.2	0.2	1.7	2.8
50-59							
1987	187	271	458	40.8	59.2	6.4	7.7
1988	231	330	561	41.2	58.8	6.6	7.9
Change	44	59	103	0.4	-0.4	0.2	0.2
60+							
1987	31	23	54	57.4	42.6	1.1	0.7
1988	29	34	63	46.0	54.0	0.8	0.8
Change	-2	11	9	-11.4	11.4	-0.3	0.1
Total*							
1987	2 926	3 534	6 460	45.3	54.7	100.0	100.0
1988	3 513	4 194	7 707	45.6	54.4	100.0	100.0
Change	587	660	1 247	0.3	-0.3		

Source: September School Reports, 1987 and 1988.

Note: Data are not comparable with those for the years prior to 1987 due to the extension of public funding to Roman Catholic schools, from 1985 to 1987.

* Does not include teachers who did not report their age: 15 women and 19 men in 1987; 11 women and 14 men in 1988.

Table 4.24: Roman Catholic School Boards, Secondary: Distribution of Full-Time Teachers by Total Teaching Experience and Sex, 1987 and 1988

Teaching Experience	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
Beginners							
1987	210	165	375	56.0	44.0	7.1	4.6
1988	224	199	423	53.0	47.0	6.4	4.7
Change	14	34	48	-3.0	3.0	-0.7	0.1
1-10 years							
1987	1 472	1 448	2 920	50.4	49.6	50.1	40.8
1988	1 804	1 683	3 487	51.7	48.3	51.2	40.0
Change	332	235	567	1.3	-1.3	1.1	-0.8
11-20 years							
1987	931	1 380	2 311	40.3	59.7	31.7	38.8
1988	1 099	1 619	2 718	40.4	59.6	31.2	38.5
Change	168	239	407	0.1	-0.1	-0.5	-0.3
21-30 years							
1987	280	513	793	35.3	64.7	9.5	14.4
1988	346	648	994	34.8	65.2	9.8	15.4
Change	66	135	201	-0.5	0.5	0.3	1.0
31+ years							
1987	48	47	95	50.5	49.5	1.6	1.3
1988	51	59	110	46.4	53.6	1.4	1.4
Change	3	12	15	-4.1	4.1	-0.2	0.1
Total							
1987	2 941	3 553	6 494	45.3	54.7	100.0	100.0
1988	3 524	4 208	7 732	45.6	54.4	100.0	100.0
Change	583	655	1 238	0.3	-0.3		

Source: September School Reports, 1987 and 1988.

Note: Data are not comparable with those for the years prior to 1987 due to the extension of public funding to Roman Catholic schools, from 1985 to 1987.

Table 4.25: Roman Catholic School Boards, Secondary: Distribution of Full-Time Teachers by Highest Degree Obtained and Sex, 1987 and 1988

Highest Degree	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
No Degree							
1987	108	134	242	44.6	55.4	3.7	3.8
1988	129	161	290	44.5	55.5	3.7	3.8
Change	21	27	48	-0.1	0.1	0.0	0.0
Bachelor's							
1987	2 493	2 798	5 291	47.1	52.9	85.2	79.2
1988	2 987	3 319	6 306	47.4	52.6	85.0	79.1
Change	494	521	1 015	0.3	-0.3	-0.2	-0.1
Master's							
1987	321	581	902	35.6	64.4	11.0	16.4
1988	392	692	1 084	36.2	63.8	11.2	16.5
Change	71	111	182	0.6	-0.6	0.2	0.1
Doctorate							
1987	5	22	27	18.5	81.5	0.2	0.6
1988	6	23	29	20.7	79.3	0.2	0.5
Change	1	1	2	2.2	-2.2	0.0	-0.1
Total*							
1987	2 927	3 535	6 462	45.3	54.7	100.0	100.0
1988	3 514	4 195	7 709	45.6	54.4	100.0	100.0
Change	587	660	1 247	0.3	-0.3		

Source: September School Reports, 1987 and 1988.

Note: Data are not comparable with those for the years prior to 1987 due to the extension of public funding to Roman Catholic schools, from 1985 to 1987.

* Does not include teachers who did not report their highest degree obtained: 14 women and 18 men in 1987; 10 women and 13 men in 1988.

Table 4.26: Roman Catholic School Boards, Secondary: Distribution of Full-Time Teachers by Total Salary and Sex, 1987 and 1988

Salary (\$)	Women	Men	Total	% of Women	% of Men	Women as a % of All Women	Men as a % of All Men
Under 21 000							
1987	11	6	17	64.7	35.3	0.4	0.2
1988	5	8	13	38.5	61.5	0.1	0.2
Change	-6	2	-4	-26.2	26.2	-0.2	0.0
21 000 - 23 999							
1987	82	72	154	53.2	46.8	2.9	2.1
1988	39	33	72	54.2	45.8	1.2	0.8
Change	-43	-39	-82	1.0	-1.0	-1.7	-1.3
24 000 - 26 999							
1987	176	129	305	57.7	42.3	6.2	3.7
1988	183	166	349	52.4	47.6	5.4	4.0
Change	7	37	44	-5.3	5.3	-0.8	0.3
27 000 - 29 999							
1987	218	190	408	53.4	46.6	7.7	5.4
1988	248	178	426	58.2	41.8	7.3	4.3
Change	30	-12	18	4.8	-4.8	-0.4	-1.1
30 000 - 32 999							
1987	280	238	518	54.1	45.9	9.9	6.8
1988	319	285	604	52.8	47.2	9.4	6.8
Change	39	47	86	-1.3	1.3	-0.4	0.1
33 000 - 35 999							
1987	222	197	419	53.0	47.0	7.8	5.6
1988	261	228	489	53.4	46.6	7.7	5.5
Change	39	31	70	0.4	-0.4	-0.1	-0.1
36 000 - 38 999							
1987	201	175	376	53.5	46.5	7.1	5.0
1988	224	215	439	51.0	49.0	6.6	5.2
Change	23	40	63	-2.5	2.5	-0.5	0.2
39 000 - 41 999							
1987	295	302	597	49.4	50.6	10.4	8.6
1988	272	261	533	51.0	49.0	8.0	6.3
Change	-23	-41	-64	1.6	-1.6	-2.4	-2.3
42 000 - 44 999							
1987	229	263	492	46.5	53.5	8.1	7.5
1988	356	305	661	53.9	46.1	10.5	7.3
Change	127	42	169	7.4	-7.4	2.5	-0.2
45 000 and over							
1987	1 123	1 936	3 059	36.7	63.3	39.6	55.2
1988	1 476	2 485	3 961	37.3	62.7	43.6	59.7
Change	353	549	902	0.6	-0.6	4.0	4.5
Total*							
1987	2 837	3 508	6 345	44.7	55.3	100.0	100.0
1988	3 383	4 164	7 547	44.8	55.2	100.0	100.0
Change	546	656	1 202	0.1	-0.1		
Median Salary							
1987	\$41 323	\$46 500	\$44 307				
1988	\$43 183	\$48 498	\$46 017				

Source: September School Reports, 1987 and 1988.

Note: Data are not comparable with those for the years prior to 1987 due to the extension of public funding to Roman Catholic schools, from 1985 to 1987.

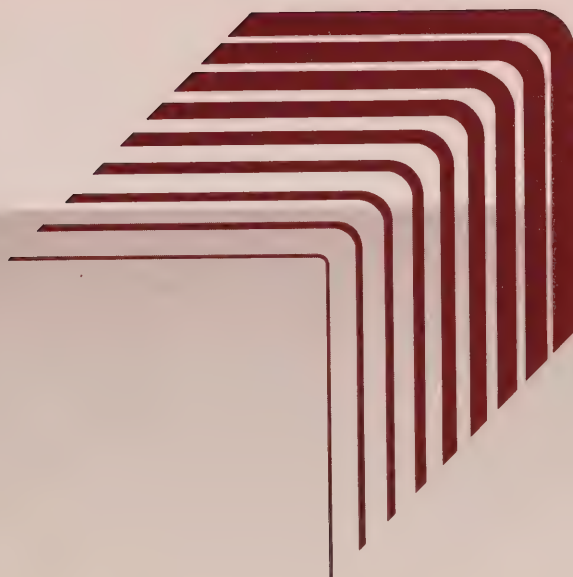
* Does not include teachers who did not report their salary: 104 women and 45 men in 1987; 141 women and 44 men in 1988.

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*The Status of Women
and
Employment Equity in
Ontario School Boards*

Report to the
Legislature by the
Minister of Education

1990



The Status of Women and Employment Equity in Ontario School Boards

**Report to the
Legislature by the
Minister of Education**

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Ministry
of
Education

Ministère
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Édifce Mowat
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To: The Members of the Legislative Assembly
Province of Ontario

It is my privilege to present the fifth annual Ministry of Education report to the Legislature on the status of women and employment equity in Ontario school boards.

A handwritten signature in cursive script, reading "Marion Boyd".

Marion Boyd
Minister of Education
May 1991

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Cette publication est également offerte en français sous le titre suivant : Le statut de la femme et l'équité d'emploi dans les conseils scolaires ontariens.

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Introduction

This is the fifth annual report to the Legislature by the Minister of Education on the status of women and employment equity in Ontario school boards.

Although the Ministry of Education has been actively promoting employment equity for women in school boards for many years, progress has been slow. Policy/Program Memorandum No. 111, February 2, 1990, requires school boards to increase the representation of women in supervisory officer, principal, and vice-principal positions to 50 per cent or more by the year 2000 and reaffirms the previously established goal of 30 per cent for all other occupational categories. To date, these goals are still far from being realized.

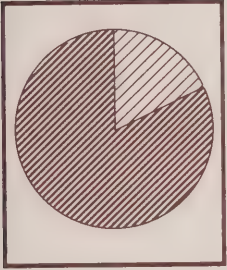
While women in 1989 tended to fill the majority of elementary classroom teaching positions (74.2 per cent in public school boards and 80.4 per cent in Roman Catholic boards) and almost half of all secondary classroom teaching positions, they were poorly represented in positions of added responsibility. For example, in 1989 women held only 3.4 per cent of the director of education positions (this grew to 5 per cent, or six positions, in 1990) and 14.7 per cent of the supervisory officer positions. They made up 20.8 per cent of elementary principals, 12.5 per cent of secondary principals, 38.8 per cent of elementary vice-principals, and 23.3 per cent of secondary vice-principals.

These statistics are particularly disappointing in view of the fact that in 1990 women made up 63 per cent of the candidates achieving principal's qualifications and 42 per cent of those earning supervisory officer's certificates (see table 1.1). It is evident that boards require employment equity programs to ensure that a representative number of senior positions are held by women. While Policy/Program Memorandum No. 111 encourages such programs and specifies the need for the designation of a senior official within each board to be responsible for the board's employment equity program, the statistics indicate that only 72 of Ontario's 177 school boards had either full- or part-time employment equity co-ordinators in 1989. This was a *decrease* of eight such positions from 1988.

On the positive side, many boards participated in the ministry's incentive programs. Since 1985, 104 boards have taken advantage of the Affirmative Action/Employment Equity Incentive Fund program and an additional 41 boards have shared in the Employment Equity Start-up Grants program. Nearly \$5 million were provided in grants.

This report contains five sections. Section 1 describes the ministry's employment equity incentive programs and the achievements and initiatives of Ontario school boards in 1989. Section 2 outlines the requirements of Policy/Program Memorandum No. 111. Section 3 examines female and male employment in terms of occupational groups and provides some information on median salaries in each group. Section 4 compares 1978 and 1989 data on female and male employment for the public school system, 1985 and 1989 data for the Roman Catholic elementary panel, and 1987 and 1989 data for the Roman Catholic secondary panel. The final section of the report describes significant initiatives and developments that took place in 1990.

1. Employment Equity Incentives and Achievements



*From 1985 to 1989,
145 out of 177 boards
(82 per cent) partici-
pated in the incentive
fund/start-up grant for
at least one year.*

The Affirmative Action/Employment Equity Incentive Fund Program

Introduction

The Affirmative Action/Employment Equity Incentive Fund was jointly established in 1985 by the Ministry of Education and the Ontario Women's Directorate; the program finished at the end of 1989. The fund provided grants to school boards to help them develop and implement an effective, results-oriented employment equity program that would raise the numbers and diversify the occupational distribution of women employees. As a result of the program, participating school boards should now be able to demonstrate that they are making progress towards achieving employment equity for female employees.

Grants and eligibility criteria

Boards were encouraged to apply for a total of \$51 000 in grants. These grants consisted of a one-time special grant of \$3000 and a three-year program development grant of \$48 000 (\$20 000 in year 1, \$18 000 in year 2, and \$10 000 in year 3). The program development grants were limited to a maximum of 75 per cent of the total costs of the approved initiatives to be undertaken by the boards, and all of the monies awarded were subject to audit by the provincial auditor and the Ministry of Education.

Each board was expected to use the grants to provide special measures and initiatives for women employees. Approved activities included awareness sessions, communication programs, the review and revision of employment systems, and various policy and program initiatives. To be eligible for a grant, a board had to:

- formally adopt an employment equity policy for all of its female employees, both teaching and non-teaching; or
- include special measures and initiatives for all female employees, both teaching and non-teaching, as part of a formally adopted equal opportunity policy for all employees.

Administration

The Employment Equity Program for School Boards (formerly part of the Employment Equity Unit) administered the fund in co-operation with the Ontario Women's Directorate. Designated education officers within each of the ministry's six regional offices played a key role by providing liaison between the school boards and the Employment Equity Program for School Boards.

Participating boards were required to complete a year-end report, which had to:

- contain a complete financial statement; and
- describe the implementation of initiatives as originally approved.

School board participation

A total of 104 boards participated in the fund for at least one year. This is about 83 per cent of the 126 school boards originally estimated as likely to participate. (Excluded from Ontario's 177 boards were very small boards, isolate boards, Canadian Forces boards, and treatment centres.) The total of the grants awarded between 1985 and 1989 was \$4 487 014.79.

Employment Equity Start-up Grants

Introduction

A sum of \$500 000 remaining from the Affirmative Action/Employment Equity Incentive Fund was made available for the Employment Equity Start-up Grants when Policy/Program Memorandum No. 111, February 2, 1990, "Employment Equity for Women in School Boards", was released. A co-operative venture of the Ministry of Education and the Ontario Women's Directorate, the grants were designed to help school boards develop their employment equity policies and programs for women in accordance with the memorandum. School boards were allowed to apply for a maximum grant of \$12 000 each.

Grants and eligibility requirements

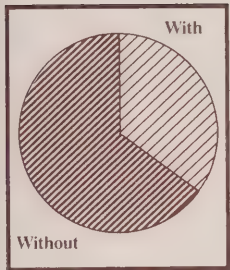
The grants were available only to school boards that had not already received an Affirmative Action/Employment Equity Incentive Fund program development grant. School boards that had received only a one-time special grant could also apply. School boards were expected to have an employment equity policy or an equal opportunity policy with special measures for women in place before their applications for a grant could be approved. The provisions governing the use of the grants were the same as those outlined above for the Affirmative Action/Employment Equity Incentive Fund program. Boards were required to prepare and submit year-end reports to their regional offices by January 31, 1991.

Administration

The Employment Equity Start-up Grants were administered in the same way as the Affirmative Action/Employment Equity Incentive Fund program.

School board participation

Forty-one boards, including twenty-four isolate boards in the Midnorthern, Northeastern, and Northwestern regions, participated in the grant program. This represents a participation rate of 54 per cent, based on the seventy-six boards considered likely to participate. The total of the grants awarded was \$451 584.



Despite the need for a co-ordinator to develop and implement a board's employment equity plan, only 35 per cent, or 25 out of 72 boards participating in the incentive fund in 1989, had allocated a full-time position.

Table 1.2 summarizes the funds allocated to school boards by region. Table 1.3 shows board participation in the start-up grant program.

Employment Equity Co-ordinators

The development and implementation of an employment equity plan usually requires the appointment of a co-ordinator who has the time, staff, and financial resources needed to plan, develop, co-ordinate, monitor, and evaluate the board's employment equity program. In most cases the co-ordinator functions in a consultative role to senior management concerning employment equity policies and initiatives and maintains active liaison with appropriate committees, employee groups, and senior school board officials. The board as a whole is responsible and accountable for employment equity.

Table 1.4 outlines the 1989 distribution of full- and part-time employment equity co-ordinators by region. A comparison of the 1988 and 1989 data provides the following information:

- The number of full-time co-ordinators decreased by seven in 1989, and the number of part-time co-ordinators decreased by one. Thus, there was a decrease of 10 per cent in the number of co-ordinator positions across the province.
- School boards showed a strong tendency to employ part-time co-ordinators instead of full-time staff.
- The total number of positions in the Western Region remained the same, but the region's employment equity co-ordinators now work mainly on a part-time basis.
- The total number of co-ordinators in four regions decreased, but there was an increase in the number of co-ordinators in one region.
- In September 1988 eighty boards employed full or part-time co-ordinators, while in 1989 only seventy-two boards filled such positions.

School Board Achievements in 1989

Introduction

This report highlights employment equity activities by boards that reached their maximum eligibility of up to \$51 000 under the incentive fund in 1989. The following list of achievements is based on the 1989 year-end reports from boards in the ministry's six regional offices.

Region/Board	Employment Equity Achievement
<i>Central Region</i>	
Borden Canadian Forces Base B of E	– prepared a review of job descriptions
Dufferin County B of E	– completed an employment systems review
Haldimand B of E	– designed an interviewer program entitled “Opportunity” – developed an interviewee booklet
Haliburton County B of E	– provided professional development programs for clerical staff and educational assistants
Halton B of E	– established a mentoring leadership pilot project
Hastings Prince Edward County RCSSB	– participated in the Quinte Education and Employment Equity Network, which produced three newsletters and two workshops
Lincoln County RCSSB	– revised hiring procedures to eliminate gender bias
North York B of E	– produced a career path booklet for business and operations staff – provided interview training for administrative interns, vice-principals, and principals
Scarborough B of E	– organized a seminar entitled “Administrative Excellence – A Leadership Program for Women”
Simcoe County B of E	– provided behavioural interview training for interviewers
Simcoe County RCSSB	– produced employee information brochures on its policies on affirmative action/employment equity and on sexual harassment and the complaint procedure for it

Region/Board	Employment Equity Achievement
Waterloo Region RCSSB	– produced “Spotlight on Performance”, a recruitment and selection binder
Wellington County B of E	– initiated a job-shadowing project for women and an employee career-opportunity survey
Wentworth County B of E	– completed a career-interest and attitudinal survey
<i>Eastern Region</i>	
Lanark Leeds and Grenville County RCSSB	– established a counselling centre for affirmative action
Lennox & Addington County B of E	– developed an affirmative action resource book
Petawawa Canadian Forces Base B of E	– developed a job-shadowing program
Renfrew County B of E	– initiated a job-shadowing program
<i>Midnorthern Region</i>	
North Shore B of E	– provided a Master of Education program in Elliot Lake – worked with the staff of the Ontario Institute in Studies in Education to identify the specific needs of women in small northern communities
Sault Ste. Marie B of E	– provided in-service training for interviewers
Sudbury B of E	– provided one-time direct professional grants for women taking upgrading courses that would lead to promotions
<i>Northeastern Region</i>	
Kapuskasing B of E	– conducted workshops on interview skills and hiring practices
Timiskaming District RCSSB	– conducted a series of employment equity workshops for women employees
Timmins RCSSB	– developed non-sexist-language guidelines
<i>Northwestern Region</i>	
Geraldton B of E	– conducted research to determine male/female ratios and its own policies and procedures with regard to employment inequities
Kenora B of E	– developed a job-shadowing program
Lakehead District RCSSB	– developed a policy with regard to the recruitment, selection, and hiring of support staff – developed a new format for job descriptions
Lake Superior B of E	– developed an equality-in-language manual

Region/Board	Employment Equity Achievement
<i>Western Region</i>	
Essex County B of E, Essex County RCSSB, Windsor B of E, and Windsor RCSSB	– jointly sponsored an evening entitled “Celebrating the Success of Women in Education” in honour of International Women’s Day
Lambton County RCSSB	– offered two workshops on selection and recruitment to all of the system’s hiring agents
Oxford County B of E	– sponsored a career fest for teachers, which emphasized employment equity issues and careers of the future

2. Policy/Program Memorandum No. 111

Requirements

Policy/Program Memorandum No. 111, February 2, 1990, "Employment Equity for Women in School Boards", requires boards to develop and implement employment equity policies with respect to the employment and promotion of women. School board programs are expected to include strategies to increase the representation of women to 50 per cent or more by the year 2000 in the following occupational categories: supervisory officer, principal, and vice-principal. The goal of 30 per cent (set out in Policy/Program Memorandum No. 92, December 16, 1986, "Affirmative Action/Employment Equity Incentive Fund for School Boards") remains in effect for all other occupational categories.

School boards are expected to designate senior officials to be responsible for translating these policies into action. They must also submit to the ministry details of their employment equity policies and programs and provide annual progress reports.

School board employment equity programs should include the following components:

- *Needs assessment*: a data analysis to determine the percentages of women employees in each category and a review of corporate policies and procedures to ensure that they do not discriminate on the basis of sex.
- *Goals and timetables*: realistic statements of outcomes based on the needs assessment and projected vacancies.
- *Strategies*: special measures to increase the representation of women in senior positions and to overcome systemic discrimination.
- *Monitoring and evaluation procedures*: activities designed to ensure that the program is on schedule, to provide information for the September Board Report, and to review and modify as required the goals and timetables.
- *Resources*: sufficient budget and human resources (e.g., a senior official to act as co-ordinator) to ensure that the program is implemented and maintained.

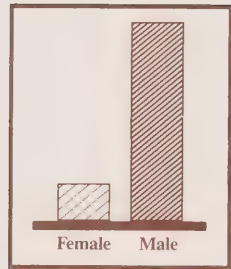
Policy/Program Memorandum No. 111 requires boards to communicate periodically with their staffs on the focus on employment equity and on the progress being made. Boards' ongoing human-resources planning and management practices should reflect their commitment to employment equity for women (e.g., through employment equity training for personnel and a policy on and procedures for dealing with sexual harassment).

All programs leading to the certification of principals and supervisory officers will incorporate an employment equity component. The ministry will also encourage faculties of education to include employment equity training in all teacher programs.

Follow-up Action

Deputy Minister of Education Robert L. Mitton provided the following details about follow-up action regarding Policy/Program Memorandum No. 111 in a memorandum dated July 12, 1990, to the directors of education and secretaries of school boards.

- School boards should develop goals and strategies to attain 50 per cent or more representation of women in the position of supervisory officer and in the positions of principal and vice-principal in *each* of the elementary and secondary panels by the year 2000.
- By September 1990, boards were required to develop and put in place an employment equity policy either for women or “for women and other designated groups providing that special measures for women are clearly specified”. This policy was to be submitted to the appropriate regional office by December 31, 1990, for ministry approval. Boards were encouraged to submit, at the same time, action plans outlining how they intended to proceed.
- Beginning September 1991, boards will be required to report on their employment equity programs in the September Board Report, in a survey to be administered to each board once every three years, and in the annual reports of their chief executive officers.
- Each school board’s employment equity program and its progress in achieving its program goals will be described in the Minister’s report to the Legislature on employment equity in school boards, using the three sources of information listed above.



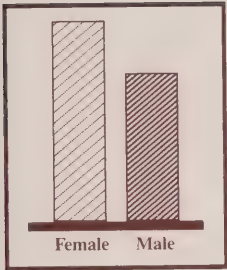
In 1989, 14.7 per cent of supervisory officers were female.

The ministry expects that Policy/Program Memorandum No. 111 will help ensure that there are equal numbers of role models of both sexes in the educational system.

As this report goes to press, the staff of the ministry’s Employment Equity Program for School Boards and the education officers responsible for employment equity in each region are reviewing the policies submitted by school boards to determine whether they adequately meet the criteria for employment equity. Boards will be informed of the decision concerning their policies in the spring of 1991.

Table 2.1 outlines the number of positions of added responsibility (principal, vice-principal, and supervisory officer) by board and the percentage of women who held them in 1989. The table also includes competition data, that is, the number of vacancies for positions of added responsibility and the number of women appointed to fill them, as well as the number of successful female candidates in the 1990 supervisory officer examinations on a board-by-board basis. The table lists boards by region and includes both regional and provincial totals. Table 2.1 contains the data school boards will use to plan their strategy for meeting the goals of Policy/Program Memorandum No. 111.

3. Analysis of Female/Male Employment, 1989



Women account for approximately 58 per cent of school board staff in Ontario.

On September 30, 1989, provincial school boards employed approximately 154 900 full-time staff, of whom more than 58 per cent were women.

Data Collection and Analysis

The data were collected through the September school and board reports and the Educator Data Base.

The twenty-one occupational categories listed in the school and board reports were combined into four major occupational groups:

- Group 1 includes senior board personnel: directors, assistant directors of education, and other supervisory officers.
- Group 1A includes consultants.
- Group 2 includes educational staff: principals and vice-principals, classroom teachers, department heads, and other teachers (those who do not hold a regular classroom position, such as librarians and guidance personnel).
- Group 3 includes non-educational staff: other professional staff, para-professionals, clerical and secretarial staff, and other staff on a board's payroll (supervisory and non-supervisory).

Almost 2 per cent of the total work force fell into groups 1 and 1A; of the remaining 98 per cent, the majority fell into group 2. The breakdown for each group is as follows:

- Group 1: 0.6 per cent
- Group 1A: 1.3 per cent
- Group 2: 71.3 per cent
- Group 3: 26.8 per cent

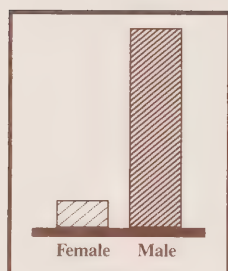
Occupational Categories

Policy/Program Memorandum No. 111 requires school boards to increase the representation of women to 50 per cent or more by the year 2000 in the following three positions: supervisory officer, principal, and vice-principal. However, the following 1989 data reveal that women are still grossly underrepresented in these positions, although their representation has increased since 1988:

Percentage of Women in Positions of Added Responsibility, 1989

Position	Percentage
Supervisory officer	14.7
Elementary principal	20.8
Elementary vice-principal	38.8
Secondary principal	12.5
Secondary vice-principal	23.3

Source: September Board Report and Educator Data Base, 1989.



In 1989, 12.5 per cent of secondary principals were female.

These data are particularly disappointing in view of the pool of trained female personnel available for these positions. In 1990, women made up 45 per cent of all successful candidates for the supervisory officer's certificate and 62 per cent of those achieving the principal's qualification.

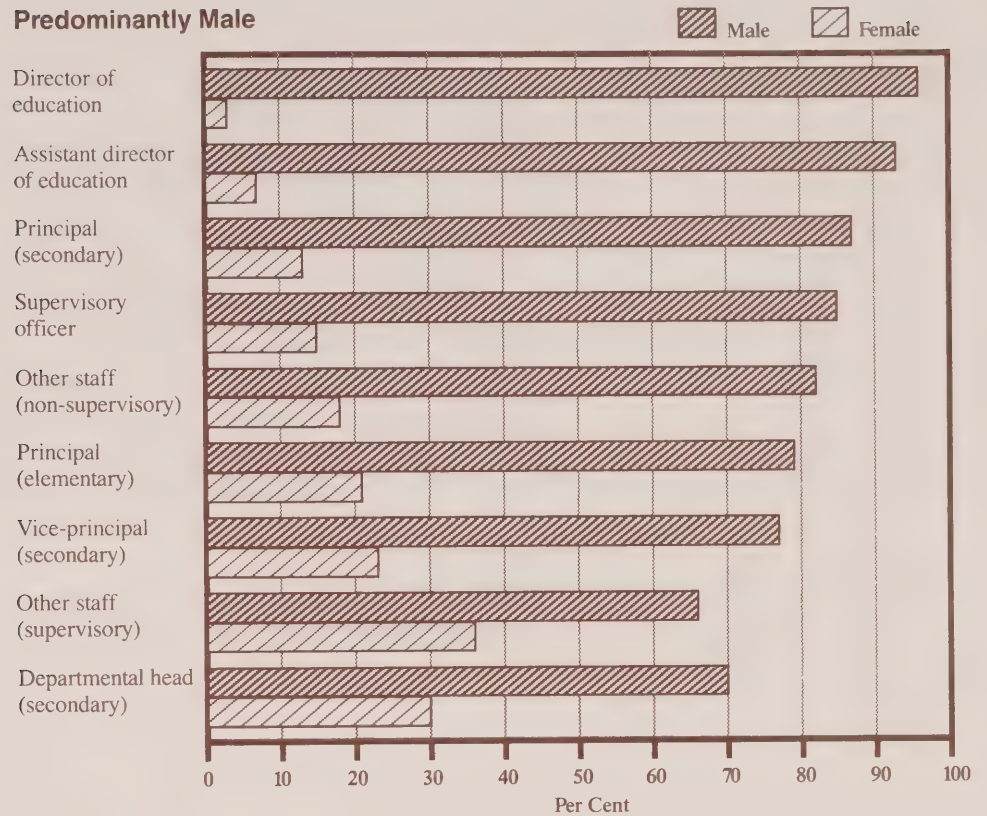
Figure 3.1 shows the fifteen job classifications and the predominant gender in each. Those classifications shown as "Predominantly Male" and "Predominantly Female" depict the gender-related jobs in the educational workplace. The following points should be noted:

- Elementary teachers were predominantly female (76 per cent).
- Of the secondary school vice-principals, 23.3 per cent were female and 76.7 per cent were male.

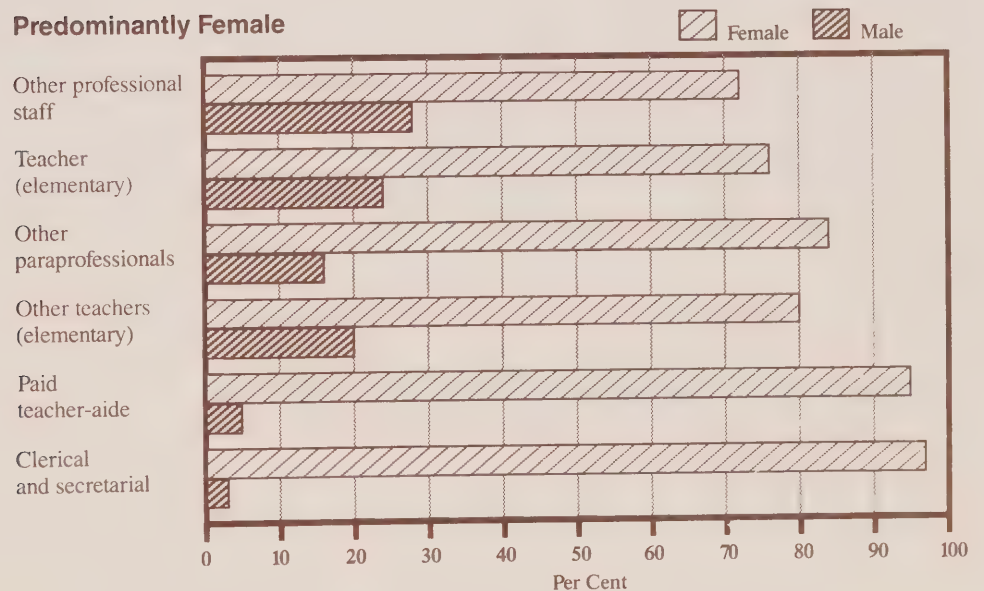
Although table 3.1 shows that there were only four female directors of education in 1989, six of the 121 directors of education in Ontario school boards were women in 1990. Thus, the female representation at this level is 5 per cent of the total number of positions for the first time.

Figure 3.1: Job Classifications With Predominant Gender, 1989

Predominantly Male



Predominantly Female



Source: September School and Board Reports, 1989, and Table 3.1.

Major Occupational Groups

An analysis of the data on the four major occupational groups (see table 3.2) reveals the following information:

Groups 1 and 1A

- Of all men in senior positions, 8.4 per cent were directors or assistant directors of education, while only 0.5 per cent of all women in senior positions filled these roles in 1989.
- Of the 1219 females in groups 1 and 1A, 1098 (90.1 per cent) were consultants, while 880 (52.1 per cent) of the 1688 males in these groups were consultants.

Group 2

- Of all male educational staff, 12.6 per cent were principals or vice-principals; 2.8 per cent of all female educational staff were principals or vice-principals.
- Of the female educational staff, 66.8 per cent were classroom teachers; only 59.9 per cent of the male educational staff were classroom teachers.

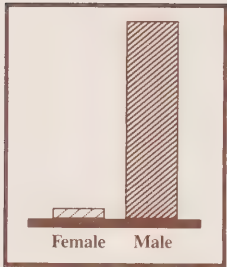
Group 3

- Approximately 24 per cent of all females in group 3 were paid teacher-aides, while fewer than 2 per cent of all males in this group were paid teacher-aides.
- Over 80 per cent of all males in group 3 were classified as other staff on board payrolls (non-supervisory), while fewer than 14 per cent of all females were classified in this way.

The female/male ratios for the job categories in group 3 showed that the traditional gender associations persist.

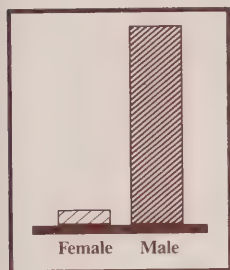
Median Salaries

The median salaries for the job classifications in groups 1/1A, 2, and 3 are given in table 3.3. It should be noted that the salary for teachers is based on qualifications and years of experience.



As of December 1990, only 5 per cent of the directors of education in Ontario were female.

4. Comparative Analysis of Full-Time Educational Staff



Approximately 1.3 per cent of all male and 0.1 per cent of all female full-time board employees are found in the most senior positions.

Public School Boards

Elementary Staff, 1978 and 1989

Distribution of female and male teachers

The percentages of female and male teachers, including those holding the positions of principal, vice-principal, and department head, were compared for 1978 and 1989 (see table 4.1).

- In 1978 women in the public school boards held 11.9 per cent of the positions of added responsibility (principal, vice-principal, and department head); in 1989 the proportion of women holding these positions had more than tripled to 37 per cent.
- Although almost three times as many females as males were teachers in 1989, men were four times as likely to fill the position of principal.
- Although there were thirty-five fewer principal positions in 1989, there were 282 more females and 317 fewer males in these positions than there were in 1978.
- The percentage of female elementary principals in 1989 was 18.2, almost triple the 6.7 per cent figure for 1978.
- The 1989 data also show a relative increase in the number of females and a decrease in the number of males from the 1978 data in the position of vice-principal (females: + 380; males: -107).
- The percentage of female elementary vice-principals in 1989 was 39.4, more than twice the 15.5 per cent figure in 1978.

Years of teaching experience

Table 4.2 provides the following information on the teaching experience of public elementary teachers:

- In 1989, of those teachers in their first year of service, women outnumbered men by 3.6 to 1. Compared with 1978, when the ratio was 2.6 to 1, the proportion of women has increased.
- In 1989, women with "11-20 years" of teaching experience formed the largest group of female elementary teachers. In 1978, the largest group of female elementary teachers had "1-10 years" of teaching experience. This indicates that women are staying in teaching longer.
- Of the increase of 7315 public elementary school teachers between 1978 and 1989, 96 per cent or 7032 were women.

Educational level

Table 4.3 reveals the following information:

- The 1989 staff held more university degrees than did the 1978 staff. The number of public elementary teachers with a degree in 1989 rose from the corresponding figure in 1978: 69.9 per cent of all women and 89.8 per cent of all men held degrees in 1989, while 47.3 per cent of all women and 80.3 per cent of all men held degrees in 1978.
- The number of women with master's degrees in 1989 was approximately five times the corresponding number in 1978.

Secondary Staff, 1978 and 1989

Distribution of female and male teachers

The following information is derived from table 4.4:

- Of all educational staff in positions of added responsibility (principal, vice-principal, department head) at the secondary level, 27.3 per cent were female in 1989, compared with 17.3 per cent in 1978.
- There was a slight change in the number of positions for principal (–43) and vice-principal (+ 38) in 1989, but the number of females in these positions increased over the 1978 data (principal: + 39; vice-principal: + 133), whereas the number of males in these positions decreased from the 1978 data (principal: –82; vice-principal: –95).
- The number of female secondary classroom teachers continued to rise – from 34.2 per cent in 1978 to 41.5 per cent in 1989 – but males were still more likely to be found in the positions of principal (89.5 per cent) and vice-principal (77.6 per cent).

Years of teaching experience

Table 4.5 provides the following information:

- Despite a net decrease of 1683 public secondary school teachers between 1978 and 1989, women showed a significant net increase of 2256. Thus, in 1989, women made up 38.4 per cent of the total number of public secondary teachers, as compared with 30.2 per cent in 1978.
- In 1989, in the “11–20 years” category, 403 of every 1000 teachers were women, while in 1978 only 217 of every 1000 teachers were women.

Educational level

Table 4.6 reveals the following information:

- The 1989 staff held more degrees than did the 1978 staff.
- The percentage of all teachers reporting no degree fell from 14.3 per cent in 1978 to 7.8 per cent in 1989, and less than 20 per cent (514) of those teachers were female in 1989.
- The number of females reporting a master's degree almost doubled from 777 in 1978 to 1479 in 1989.

Highest teaching level

It is felt that 1987 provides a more appropriate base for comparison with 1989 because of identical data categories.

Table 4.7 provides the following information:

- Women continue to dominate as teachers in the elementary public school grades.
- Where the highest grade taught is Grade 6 or less, the number of women has increased dramatically from 1987 to 1989.
- More women taught secondary school in 1989 than in 1987.

Roman Catholic Separate School Boards

Elementary Staff, 1985 and 1989

Distribution of female and male teachers

The following data are provided in table 4.8:

- In 1985 women in Roman Catholic elementary school boards held 22.6 per cent of the positions of added responsibility (principal, vice-principal, department head), while in 1989 the proportion of women holding these positions increased to 28.7 per cent.
- From 1985 to 1989 the number of vice-principal positions increased by 133; of these, women held 54.8 per cent (73 positions).

Years of teaching experience

Table 4.9 reveals the following:

- In 1989 over three-quarters of the teaching force were women, a proportion virtually unchanged from 1985.

Educational level

Table 4.10 provides the following information:

- The 1989 staff held more degrees than did the 1985 staff.
- The number of women who held master's degrees in 1989 represented an increase of 61 per cent over the corresponding number in 1985.

Secondary Staff, 1987 and 1989

Distribution of female and male teachers

Table 4.11 provides the following data:

- In 1989 women held 33 per cent of the positions of added responsibility (principal, vice-principal, department head).
- The number of principal positions increased by twenty-five from 1987 to 1989. All of these new positions were held by males. In 1989, 19.5 per cent of the principal positions were held by females, down from 23.3 per cent in 1987.
- The number of vice-principal positions increased by 68 from 1987 to 1989; 42.6 per cent of these new positions were held by women.

Years of teaching experience

Table 4.12 provides the following information:

- In 1989 women made up 46.2 per cent of the teaching force, compared with 45.3 per cent in 1987.

Educational level

Table 4.13 provides the following information:

- The staff held more degrees in 1989 than they did in 1987.
- In 1989, 11.8 per cent of female staff had a master's degree, compared with just under 11 per cent in 1987.
- Of those teachers holding a doctorate degree in 1989, 25.8 per cent were women. The comparable percentage in 1987 was 18.5 per cent.

Highest teaching level

Table 4.14 reveals the following:

- In 1989 women significantly outnumbered men in the elementary panel. However, the dominance of women changed inversely with the rise in grade level.
- Women increased their participation in the secondary panel.

5. Significant Initiatives in 1990

Summer Experience Program '90

The Summer Experience Program, administered jointly by the Human Resources Secretariat, the Ministry of Skills Development, and the Ministry of Education, has been responsible for hiring forty-seven students in school boards during its four-year life span. In addition to supporting the Ontario government's school board employment equity objectives, the Summer Experience Program helps youths develop:

- career-related skills through training and supervised work experience in summer positions; and
- research and analytical skills that are applicable in professional and academic environments.

In 1989 ten students participated in employment equity school board projects in two Northern Ontario regions, as well as in the Central, Eastern, and Western regions. A student hired by the Employment Equity Program for School Boards co-ordinated the program.

The following projects were all undertaken as part of Summer Experience Program '90: a comprehensive equity audit, the analysis of recruitment and staffing procedures, the development of resource materials on employment equity for workshops and for distribution by school boards, the preparation of a model for developing and implementing the requirements of Policy/Program Memorandum No. 111, the development of workshop models on career planning, the development of a sexual harassment policy, and the development of an employment equity speaker's catalogue.

Networks

Regional school board networks meet several times a year to address employment equity issues. Frequently these meetings are co-ordinated by the education officers responsible for employment equity in the ministry's regional offices.

The Provincial Employment Equity School Board Network holds meetings twice a year, in the spring and in the fall. School boards can obtain assistance in preparing for these meetings from the staff of the Ontario Women's Directorate and the Ministry of Education Employment Equity Program for School Boards, as well as from designated education officers in the ministry's regional offices. In 1990 these meetings were held in April in Ottawa and in November in London.

The network meetings allow employment equity co-ordinators to discuss significant issues and exchange program information. Workshops are frequently led by employment equity co-ordinators and other personnel from school boards, university professors, federation personnel, and consultants involved in employment equity issues.

New and Updated Resource Documents

The following resources are available from the Ministry of Education:

Employment Equity, Sex Equity Documents (revised May 1990). This list of sex equity documents (e.g., memoranda and guidelines produced by the ministry) is available to interested employment equity co-ordinators.

Employment Equity School Board Employees Documents (revised April 1990). This list of available items includes memoranda from 1973 to 1990 related to employment equity.

Directory of School Board Employment Equity Resource Material. This revised edition of the directory lists all materials available for distribution from participating Ontario school boards.

The Status of Women and Employment Equity in Ontario School Boards: Report to the Legislature by the Minister of Education, 1989. The fourth annual report of the Minister of Education on the status of women and employment equity in Ontario school boards was released on November 2, 1990. The report documents the status of female employees in the Ontario educational system as of September 30, 1988.

Initiatives Relevant to Ministry Staff

Introduction

The Policy, Planning, and Development Unit within the ministry's Human Resources Branch undertakes program and policy initiatives for the employment equity program for the ministry's own employees. In doing so the unit co-operates with various ministry branches and with other ministries and agencies. Some of the employment equity activities for 1990 are described in this section.

Employment equity goals and timetables

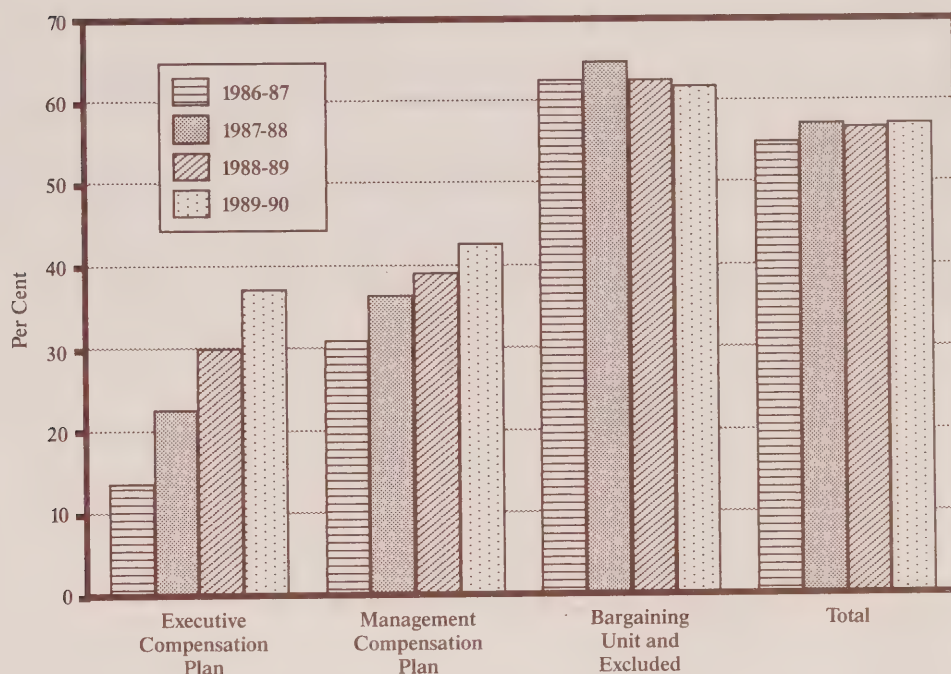
Based on a work force survey of all Ontario Public Service (OPS) employees, OPS ministry employment equity goals and timetables for 1990-91 have been developed for five designated groups: racial minorities, persons with disabilities, francophones, aboriginal peoples, and women. Each ministry has developed an action plan to help meet the OPS goals.



In 1990, women made up 57.4 per cent of the Ministry of Education's work force.

Figure 5.1 shows the work force profile of classified female employees in the Executive Compensation Plan, Management Compensation Plan, and the Bargaining Unit and Excluded categories.

Figure 5.1: Ministry of Education Work Force Profile: Classified Female Employees, 1986/87 – 1989/90



Source: Integrated Payroll Personnel and Employee Benefits Services Report 237A: September 30, 1986; March 27, 1988; April 12, 1989; and April 3, 1990.

Note: Senior management are covered under the executive compensation plan: in 1989-90, 37 per cent in this category (10 employees) were female, up from 30 per cent (9 employees) in 1988-89. Middle management are covered under the management compensation plan: in 1989-90, 42.5 per cent (149 employees) were female; in 1988-89 the figure was 39.2 per cent (135 employees). In the "Bargaining Unit and Excluded" category women made up 61.9 per cent of the total (717 employees) for 1989-90 and 62.5 per cent (718 employees) for 1988-89.

The Ministry of Education has established three-year hiring goals and supporting strategies for senior executives, as well as for five occupational groups at the management level and six from the bargaining unit. The following strategies are being used to increase the representation and provide equality of distribution in these occupational categories for members of the designated groups listed above:

- training managers on hiring people with disabilities and on outreach recruitment;
- developing outreach strategies for designated occupational groups;
- providing career development opportunities through an internal "accelerated skills development" program, which contributes \$60 000 per year for all designated groups.

The government's commitment to these goals was underlined by the creation of a \$23.5 million employment equity fund for the Ontario Public Service over three years, beginning in 1990-91. This fund, administered by the Human Resources Secretariat (HRS), will enhance the efforts of ministries to implement their employment equity plans. The fund will be used to support the following:

- developmental opportunities
- employment equity education and training
- job accommodation for persons with disabilities
- pilot projects

The choice of initiatives to support will be based on how well they link to the government's employment equity goals and timetables.

In 1989-90, \$1 million were allocated to a variety of initiatives aimed at providing job accommodation for persons with disabilities. In each of the three years from 1990 to 1993, \$7.5 million will be available to supplement ministries' employment equity initiatives for all five designated groups.



Tables

Table 1.1: Successful Female Candidates for the Principal's Qualification and the Supervisory Officer's Certificate, 1980-1990

Year	Principal's Qualification		Supervisory Officer's Certificate	
	Total Candidates	% Female of Total Candidates	Total Female Candidates	% Female of Total Candidates
1980	130	27	38	22
1981	123	22	31	24
1982	580	32	19	26
1983	255	30	35	32
1984	302	36	24	27
1985	377	42	36	30
1986	453	45	48	40
1987	476	46	46	35
1988	545	53	48	43
1989	566	54	64	51
1990	537	62	63	42

Source: Centre for Teacher Education, Registrar Services Unit, Ontario Ministry of Education, 1990.

Table 1.2: Affirmative Action/Employment Equity Incentive Fund: School Board Participation, 1985-1990

Region	Boards in Fund		Start-up Grant, 1990	
	No. of Boards	Amount (\$)	No. of Boards	Amount (\$)
Central	40	1 870 753.49	4	48 000
Eastern	17	873 737.50	2	24 000
Midnorthern	7	199 694.88	11	116 000
Northeastern	15	580 384.99	4	48 000
Northwestern	8	293 005.00	17	179 584
Western	17	669 438.93	3	36 000
Total	104	4 487 014.79	41	451 584

Source: Employment Equity Program for School Boards, Ontario Ministry of Education, 1990.

**Table 1.3: Start-up Grants to School Boards, 1990:
Summary by Region and Board**

Region / Board	Start-up Grant (\$)	Regional Total (\$)
Central		
Etobicoke Board of Education	12 000	
Le Conseil des écoles françaises-Toronto (CEFCUT)	12 000	
Metropolitan Toronto School Board	12 000	
Penetanguishene PSSB	12 000	48 000
Eastern Ontario		
Conseil scolaire de langue française Ottawa-Carleton		
- section publique	12 000	
- section catholique	12 000	24 000
Midnorthern Ontario		
Hornepayne Board of Education	12 000	
Manitoulin Board of Education	12 000	
North Shore District RCSSB	12 000	
Gogama RCSSB	10 000	
Hornepayne RCSSB	10 000	
Foleyet RCSSB	10 000	
Dubreuilville RCSSB	10 000	
Asquith-Garvey DSA Board	10 000	
Foleyet DSA Board	10 000	
Gogama DSA Board	10 000	
Missarenda DSA Board	10 000	116 000
Northeastern Ontario		
Hearst Board of Education	12 000	
Moose Factory Island DSA Board	12 000	
Timmins RCSSB	12 000	
Moosonee RCSSB	12 000	48 000
Northwestern Ontario		
Atikokan Board of Education	12 000	
Atikokan RCSSB	10 256	
Caramat DSA Board	10 256	
Collins DSA Board	10 256	
Connell and Ponsford DSA Board	10 256	
Dryden District RCSSB	12 000	
Fort Frances-Rainy River RCSSB	12 000	
Ignace RCSSB	10 256	
Kilkenny DSA Board	10 256	
Mine Centre DSA Board	10 256	
Nakina DSA Board	10 256	
Northern DSA Board	10 256	
Red Lake Area Combined RCSSB	10 256	
Slate Falls DSA Board	10 256	
Summer Beaver DSA Board	10 256	
Umfreville DSA Board	10 256	
Upsala DSA Board	10 256	179 584
Western Ontario		
Bruce County Board of Education	12 000	
Elgin County RCSSB	12 000	
Huron-Perth County RCSSB	12 000	36 000
Grand Total		451 584

Source: Employment Equity Program for School Boards, Ontario Ministry of Education, 1990.

PSSB Protestant Separate School Board

DSA District School Area

RCSSB Roman Catholic Separate School Board

Table 1.4: Employment Equity Co-ordinator Positions, by Region, 1989

Region	Full-time Positions	Part-time Positions	Total
Central	16	18	34
Eastern	5	7	12
Midnorthern	1	3	4
Northeastern	–	5	5
Northwestern	–	5	5
Western	3	9	12
Total	25	47	72

Source: September Board Report, 1989.

Table 2.1: Women in Positions of Added Responsibility, by Region and Board, 1989

Elementary													Secondary													Other												
Region/Board	Principals			Vice-Principals			Principals			Vice-Principals			Supervisory Officers			Competitions																						
	No. of Positions	% Females		No. of Positions	% Females		No. of Positions	% Females		No. of Positions	% Females		No. of Positions	% Females		No. of Cert. Females*	No. of Vacancies	No. of Females Appointed																				
Central Region																																						
Borden CFB B of E	3	0.0		3	33.3		2	0.0		1	100.0		1	0.0			6	2																				
Brant County B of E	37	10.8		10	10.0		4	0.0		10	20.0		7	14.3			5	1																				
Brant County RCSSB	17	29.4		1	0.0		1	0.0		2	0.0		3	0.0			3	2																				
Campbell Children's School B of E	1	100.0		0			0			0			0																									
Conseil des écoles françaises de la communauté urbaine de Toronto	3	33.3		1	100.0		1	0.0		0			2		1		0	0																				
Dufferin County B of E	9	22.2		11	36.4		3	0.0		4	75.0		3	0.0		1	5	5																				
Dufferin-Peel RCSSB	88	22.7		57	36.8		12	16.7		25	20.0		20	20.0			0	0																				
Durham B of E	85	16.5		64	39.1		17	11.8		25	20.0		13	15.4	8		2	1																				
Durham Region RCSSB	31	16.1		17	41.2		6	0.0		8	37.5		6	0.0	1		17	6																				
East York B of E	20	30.0		15	46.7		5	0.0		8	25.0		8	12.5	1		6	2																				
Etobicoke B of E	48	14.6		46	30.4		13	23.1		23	17.4		14	21.4	1		0	0																				
Haldimand B of E	17	5.9		4	50.0		4	25.0		4	0.0		3	0.0			6	3																				
Haldimand-Norfolk RCSSB	14	7.1		4	0.0		0			0			3	0.0			6	2																				
Haliburton County B of E	7	28.6		2	50.0		1	0.0		1	0.0		1	0.0			0	0																				
Halton B of E	70	28.6		43	58.1		15	13.3		29	34.5		14	14.3			38	24																				
Halton RCSSB	29	34.5		12	33.3		4	0.0		6	16.7		7	0.0			7	2																				
Hamilton B of E	72	25.0		22	45.5		20	20.0		29	24.1		13	23.1			24	9																				
Hamilton-Wentworth RCSSB	53	34.0		14	35.7		7	28.6		9	11.1		11	18.2	2		4	2																				
Hastings County B of E	40	12.5		23	39.1		8	12.5		16	18.8		6	16.7	1		9	5																				
Hastings Prince Edward County RCSSB	17	23.5		3	33.3		2	50.0		3	0.0		3	0.0			4	2																				
Hugh MacMillan Centre B of E	1	0.0		0			0			0			0				0	0																				
Lincoln County B of E	53	11.3		30	23.3		15	6.7		20	5.0		8	12.5			25	8																				
Lincoln County RCSSB	23	13.0		10	40.0		2	0.0		6	33.3		5	0.0			8	3																				
Metropolitan Separate School Board	189	28.6		62	45.2		37	27.0		63	38.1		50	20.0			N.A.	N.A.																				
Metropolitan Toronto School Board	7	28.6		4	75.0		0			0			10	20.0			2	1																				
Niagara Peninsula Crippled Children's Centre B of E	1	0.0		0			0			0			0				0	0																				
Niagara South B of E	60	10.0		13	53.8		16	12.5		20	20.0		13	7.7			11	5																				
Norfolk B of E	21	9.5		18	22.2		5	0.0		5	60.0		5	0.0			11	5																				
North York B of E	101	29.7		41	53.7		23	26.1		51	39.2		23	34.8	2		44	33																				
Northumberland & Newcastle B of E	46	13.0		27	33.3		8	0.0		11	45.5		7	14.3	3		14	7																				
Peel B of E	130	20.0		86	53.5		25	8.0		49	28.6		18	16.7	4		50	25																				
Penetanguishene PSSB	1	100.0		0			0			0			0				0	0																				
Peterborough County B of E	32	12.5		19	31.6		6	16.7		7	14.3		5	0.0			7	2																				
Peterborough Victoria Northumberland Newcastle RCSSB	26	15.4		12	33.3		3	33.3		4	25.0		4	0.0			2	1																				
Prince Edward County B of E	8	12.5		9	22.2		1	0.0		2	0.0		2	0.0			3	1																				
Scarborough B of E	136	18.4		64	32.8		26	3.8		52	36.5		29	10.3	3		52	12																				
Simcoe County B of E	76	13.2		64	31.3		13	15.4		22	18.2		14	14.3	2		28	13																				

Simcoe County RCSSB	33	24.2	16	18.8	7	0.0	5	20.0	5	20.0	20	3
Toronto B of E	97	24.7	77	51.9	26	19.2	51	25.5	28	32.1	79	37
Trenton CFB B of E	3	33.3	1	0.0	0	0	0	0	0	0	0	0
Victoria County B of E	19	15.8	17	17.6	3	0.0	5	40.0	3	0.0	8	3
Waterloo County B of E	92	10.9	39	38.5	16	0.0	33	12.1	17	11.8	14	4
Waterloo North Children's Centre B of E	1	100.0	0	0	0	0	0	0	0	0	0	0
Waterloo Region RCSSB	45	22.2	4	25.0	6	16.7	7	28.6	11	18.2	5	2
Welland County RCSSB	37	13.5	8	37.5	5	0.0	6	16.7	7	0.0	11	2
Wellington County B of E	47	12.8	21	33.3	9	11.1	11	9.1	9	11.1	20	8
Wellington County RCSSB	19	42.1	1	100.0	3	0.0	3	0.0	5	0.0	6	1
Wentworth County B of E	32	15.6	9	44.4	8	0.0	10	10.0	5	20.0	6	4
York (City) B of E	28	21.4	18	44.4	8	12.5	15	60.0	11	27.3	7	4
York Region B of E	86	24.4	57	61.4	18	11.1	30	20.0	23	13.0	47	22
York Region RCSSB	54	31.5	30	40.0	6	0.0	20	40.0	16	18.8	9	2
Other**												4
Central Region Total	2165	20.7	1109	40.8	420	12.9	711	27.1	471	16.1	631	276
Eastern Region												
Carleton B of E	65	16.9	64	31.3	15	20.0	17	17.6	12	8.3	15	4
Carleton RCSSB	35	37.1	8	25.0	2	0.0	4	0.0	5	20.0	11	5
Conseil scolaire de langue française d'Ottawa-Carleton, Section catholique	42	19.0	6	66.7	40.0	6	16.7	7	14.3		4	
Conseil scolaire de langue française d'Ottawa-Carleton, Section publique	6	33.3	4	75.0	5	20.0	7	14.3	5	20.0	9	3
Frontenac County B of E	36	16.7	28	32.1	7	0.0	11	27.3	5	40.0	13	9
Frontenac-Lennox and Addington County RCSSB	17	23.5	6	33.3	3	33.3	4	0.0	5	20.0	2	0
Kingston CFB B of E	0		0		0		0		0		0	0
Lanark County B of E	18	5.6	5	60.0	4	0.0	6	33.3	5	0.0	0	0
Lanark Leeds and Grenville County RCSSB	14	35.7	6	50.0	0		1	0.0	3	33.3	0	0
Leeds & Grenville County B of E	34	5.9	14	50.0	7	0.0	8	12.5	5	0.0	9	5
Lennox & Addington County B of E	14	7.1	7	42.9	2	100.0	5	20.0	3	0.0	6	2
Ottawa B of E	52	32.7	35	51.4	16	25.0	33	18.2	10	20.0	15	8
Ottawa CFB B of E	1	0.0	1	0.0	0		0		0		0	0
Ottawa Children's Treatment Centre B of E	1	100.0	0		0		0		0		0	0
Ottawa RCSSB	26	7.7	7	57.1	1	100.0	4	25.0	5	0.0	3	0
Petawawa CFB B of E	5	20.0	4	50.0	0		0		0		0	0
Prescott & Russell County B of E	5	20.0	2	50.0	2	0.0	2	0.0	1	0.0	0	0
Prescott & Russell County RCSSB	26	3.8	7	0.0	6	16.7	5	20.0	6	0.0	3	0
Renfrew County B of E	25	28.0	5	60.0	9	0.0	9	22.2	4	0.0	5	2
Renfrew County RCSSB	22	50.0	3	100.0	1	0.0	0		3	33.3	0	0
Stormont Dundas & Glengarry County B of E	30	6.7	3	33.3	10	20.0	15	13.3	6	0.0	9	1
Stormont Dundas & Glengarry County RCSSB	39	35.9	2	0.0	2	0.0	1	0.0	4	0.0	N.A.	N.A.
Eastern Region Total	513	21.8	217	41.9	97	18.6	138	18.1	94	11.7	114	43

Table 2.1: (cont'd)

Elementary Secondary Other																
Region / Board	Principals		Vice-Principals		Principals		Vice-Principals		Principals		Vice-Principals		Supervisory Officers		Competitions	
	No. of Positions	% Females	No. of Positions	% Females	No. of Positions	% Females	No. of Positions	% Females	No. of Positions	% Females	No. of Positions	% Females	No. of Positions	% Females	No. of Cert. Females*	No. of Females Appointed
Midnorthern Region																
Asquith-Garvey District SAB	2	100.0	0		0		0		0		0		0			0
Central Algoma B of E	6	0.0	5	40.0	1	0.0	1	0.0	1	0.0	1	100.0	1	100.0		1
Chapleau B of E	1	0.0	0		1	100.0	0		0		1	0.0	0			0
Chapleau District RCSSB	2	0.0	0		0		0		0		0		0			0
Dubreuilville RCSSB	1	0.0	0		0		0		0		0		0			0
Espanola B of E	5	40.0	5	0.0	1	0.0	1	0.0	1	0.0	1	0.0	1	0.0		0
Foleyet District SAB	1	0.0	0		0		0		0		0		0			0
Foleyet RCSSB	1	100.0	0		0		0		0		0		0			0
Gogama District SAB	1	0.0	0		0		0		0		0		0			0
Gogama RCSSB	1	100.0	0		0		0		0		0		0			0
Hornepayne B of E	1	0.0	1	0.0	1	0.0	0		0		0		0			0
Hornepayne RCSSB	1	0.0	0		0		0		0		0		0			0
Manitoulin B of E	5	20.0	2	50.0	1	0.0	1	0.0	1	0.0	1	0.0	1	0.0		1
Michipicoten B of E	1	0.0	1	00.0	2	0.0	1	0.0	1	0.0	1	0.0	1	0.0		0
Michipicoten District RCSSB	3	66.7	1	0.0	0		0		0		0		0			0
Missarenda District SAB	1	100.0	0		0		0		0		0		0			1
North Shore B of E	10	10.0	5	20.0	4	0.0	4	0.0	3	0.0	2	0.0	2	0.0		0
North Shore District RCSSB	11	36.4	2	50.0	0		0		0		3	0.0	3	0.0		0
Sault Ste. Marie B of E	37	10.8	13	0.0	5	0.0	6	0.0	6	0.0	5	20.0	5	20.0	1	3
Sault Ste. Marie District RCSSB	23	30.4	21	19.0	3	33.3	3	33.3	3	33.3	5	33.3	5	20.0		6
Sudbury B of E	39	12.8	18	33.3	14	7.1	18	33.3	14	7.1	18	11.1	10	30.0		8
Sudbury District RCSSB	64	20.3	10	50.0	5	40.0	8	40.0	8	37.5	10	10.0	10	10.0		4
Midnorthern Region Total																
	217	20.3	84	23.8	38	13.2	42	14.3	40	17.5	1	35	22			
Northeastern Region																
Airy & Sabine District SAB	1	100.0	0		0		0		0		0		0			0
Canfield District SAB	1	0.0	0		0		0		0		0		0			0
Cochrane Iroquois Falls District B of E	6	16.7	1	0.0	2	0.0	3	0.0	2	0.0	2	50.0	2	50.0		0
Cochrane Iroquois Falls District RCSSB	6	16.7	2	100.0	2	0.0	0		0		1	0.0	1	0.0		1
East Parry Sound B of E	11	0.0	6	50.0	0		2	0.0	2	0.0	2	0.0	2	0.0		2
Hearst B of E	1	0.0	1	100.0	2	0.0	0		0		0		0			0
Hearst District RCSSB	4	75.0	3	66.7	0		0		0		1	0.0	1	0.0		0
James Bay Lowlands SSB	0		0		1	0.0	1	0.0	1	0.0	0		0			0
Kapuskasing B of E	2	50.0	1	0.0	1	0.0	2	0.0	2	0.0	0		0			0
Kapuskasing District RCSSB	9	55.6	5	60.0	3	0.0	2	50.0	2	50.0	2	0.0	2	0.0		3
Kirkland Lake B of E	6	16.7	0		2	50.0	1	0.0	1	0.0	1	0.0	1	0.0		0
Kirkland Lake District RCSSB	8	50.0	0		0		0		0		0		0			0
Moose Factory Island District SAB	1	0.0	1	0.0	0		0		0		0		0			0

[illegible]

Table 2.1: (cont'd)

Region/Board	Elementary				Secondary				Other			
	Principals		Vice-Principals		Principals		Vice-Principals		Principals		Supervisory Officers	
	No. of Positions	% Females	No. of Positions	% Females	No. of Positions	% Females	No. of Positions	% Females	No. of Positions	% Females	No. of Positions	No. of Females*
Western Region												No. of Females Appointed
Bruce County B of E	23	13.0	19	26.3	5	0.0	5	20.0	5	0.0	5	1
Bruce-Grey County RCSSB	10	30.0	0		2	0.0	2	0.0	4	25.0	4	2
Elgin County B of E	24	8.3	13	23.1	5	0.0	7	28.6	4	25.0	3	2
Elgin County RCSSB	5	20.0	0		1	0.0	1	0.0	2	50.0	4	0
Essex County B of E	29	10.3	14	42.9	8	0.0	10	20.0	7	28.6	0	0
Essex County Children's Rehabilitation Centre B of E	1	0.0	0		0		0		0		0	0
Essex County RCSSB	27	18.5	4	25.0	4	25.0	5	0.0	6	33.3	0	0
Grey County B of E	22	27.3	14	35.7	4	0.0	5	20.0	6	50.0	4	2
Huron County B of E	25	12.0	13	30.8	6	16.7	5	0.0	4	0.0	5	2
Huron-Perth County RCSSB	16	12.5	4	50.0	1	0.0	1	0.0	3	0.0	0	0
Kent County B of E	26	11.5	20	15.0	8	0.0	12	25.0	5	0.0	3	1
Kent County RCSSB	24	16.7	5	20.0	2	100.0	2	50.0	3	0.0	4	4
Lambton County B of E	41	14.6	13	30.8	7	0.0	11	18.2	6	0.0	4	3
Lambton County RCSSB	16	25.0	15	26.7	1	0.0	2	0.0	4	0.0	3	1
London B of E	61	27.9	57	38.6	13	0.0	28	21.4	16	25.0	1	13
London & Middlesex County RCSSB	33	15.2	14	28.6	2	0.0	6	33.3	7	14.3	2	1
Middlesex County B of E	27	11.1	18	33.3	5	0.0	6	16.7	5	0.0	9	3
Oxford County B of E	37	16.2	17	41.2	7	28.6	10	0.0	5	0.0	4	3
Oxford County RCSSB	9	44.4	0		1	0.0	1	100.0	3	33.3	1	0
Perth County B of E	26	15.4	10	50.0	4	0.0	7	28.6	5	0.0	9	3
Thames Valley Children's Centre B of E	1	0.0	0		0		0		0			
Windsor B of E	34	20.6	28	39.3	9	0.0	12	16.7	9	11.1	22	11
Windsor RCSSB	43	18.6	11	9.1	4	25.0	10	20.0	7	14.3	8	3
Western Region Total	560	17.7	289	32.5	99	7.1	148	18.9	116	15.5	128	55
Provincial Total	3779	21.0	1829	39.0	714	12.7	1112	23.4	781	14.7	980	427

Source: September School and Board Reports and Educator Data Base, 1989.

* Women who received the Supervisory Officers Certificate, 1990 (Source: Centre for Teacher Education, 1990).

** Other: Ministry of Education and Federation personnel.

Table 3.1: Distribution of Full-Time Employees by Sex, Within Occupational Category, September 30, 1989

Occupational Category	Provincial Distribution			
	Males		Females	
	No.	%	No.	%
Group 1				
Directors of education ^a	117	96.7	4	3.3
Assistant directors of education	25	92.6	2	7.4
Supervisory officers	666	85.3	115	14.7
Total (Group 1)	808		121	
Group 1A				
Consultant staff	880	44.5	1 098	55.5
Total (Groups 1 and 1A)	1 688		1 219	
Group 2 ^b				
Principals				
Elementary	3 004	79.2	788	20.8
Secondary	621	87.5	89	12.5
Vice-principals				
Elementary	1 145	61.2	725	38.8
Secondary	857	76.7	260	23.3
Department heads ^c				
Elementary	272	51.2	259	48.8
Secondary	5 791	69.6	2 525	30.4
Teachers				
Elementary	13 330	24.0	42 314	76.0
Secondary	17 389	56.7	13 256	43.3
Other teachers ^d				
Elementary	1 244	20.2	4 921	79.8
Secondary	855	49.5	874	50.5
Total (Group 2)	44 508		66 011	
Teachers in board offices ^e	617	N.A.	1 223	N.A.
Group 3				
Other professional staff ^f				
(non-teaching)	520	27.6	1 364	72.4
Paraprofessionals				
Paid teacher-aides	318	5.4	5 535	94.6
Technicians	545	70.1	232	29.9
Other ^g	138	15.9	730	84.1
Clerical and secretarial	363	3.0	11 542	97.0
Other staff on board's payroll ^h				
Supervisory	1 659	66.5	835	33.5
Non-supervisory	14 501	81.9	3 200	18.1
Total (Group 3)	18 044		23 438	
Total (Groups 1, 1A, 2, 3)	64 240		90 668	

Source: September School and Board Reports and Educator Data Base, 1989.

Note: Included in this table are data on Roman Catholic secondary schools, Grades 9-13, and teachers from special boards.

^a One male director serves as a part-time director for two boards.

^b The figures for Group 2 may not be identical throughout the report because of the different approaches used to summarize the data.

^c Number in one board has been estimated.

^d Refers to school staff who have non-instructional duties, such as guidance personnel and librarians.

^e Not included in total.

^f Includes personnel with professional qualifications providing educational services to students, such as psychologists, social workers, and attendance counsellors.

^g Includes such staff as chaplains, lifeguards, outdoor education staff, lunchroom supervisors, and nurses-aides.

^h Includes staff employed in public information, food services, plant operation and maintenance, and pupil transportation.

Table 3.2: Distribution of Full-Time Employees by Sex, Within Major Occupational Groups and Across Major Occupational Groups, September 30, 1989

Occupational Group	Provincial Distribution			
	Males		Females	
	No.	%	No.	%
Group 1				
Directors of education ^a	117	6.9	4	0.3
Assistant directors of education	25	1.5	2	0.2
Supervisory officers	666	39.5	115	9.4
Total	808		121	
% of grand total in Group 1		1.3		0.1
Group 1A				
Consultant staff	880	52.1	1 098	90.1
% of grand total in Group 1A		1.4		1.2
Total (Groups 1 and 1A)	1 688	100.0	1 219	100.0
% of grand total in Groups 1 and 1A		2.6		1.3
Group 2 ^b				
Principals				
Elementary	3 004	6.7	788	1.2
Secondary	621	1.4	89	0.1
Vice-principals				
Elementary	1 145	2.6	725	1.1
Secondary	857	1.9	260	0.4
Department heads ^c				
Elementary	272	0.6	259	0.4
Secondary	5 791	13.0	2 525	3.8
Teachers				
Elementary	13 330	29.9	42 314	64.1
Secondary	17 389	39.1	13 256	20.1
Other teachers ^d				
Elementary	1 244	2.8	4 921	7.5
Secondary	855	1.9	874	1.3
Total	44 508	100.0	66 011	100.0
% of grand total in Group 2		69.3		72.8
Teachers in board offices ^e	617	N.A.	1 223	N.A.

Table 3.2: (cont'd)

Occupational Group	Provincial Distribution			
	Males		Females	
	No.	%	No.	%
Group 3				
Other professional staff ^f (non-teaching)	520	2.9	1 364	5.8
Paraprofessionals				
Paid teacher-aides	318	1.8	5 535	23.6
Technicians	545	3.0	232	1.0
Other ^g	138	0.8	730	3.1
Clerical and secretarial	363	2.0	11 542	49.2
Other staff on board's payroll ^h				
Supervisory	1 659	9.2	835	3.6
Non-supervisory	14 501	80.4	3 200	13.7
Total	18 044	100.0	23 438	100.0
% of grand total in Group 3		28.1		25.9
Total (Groups 1, 1A, 2, 3)	64 240		90 668	

Source: September School and Board Reports and Educator Data Base, 1989.

Note: Included in this table are data on Roman Catholic secondary schools, Grades 9-13, and teachers from special boards.

^a One male director serves as a part-time director for two boards.

^b The figures for Group 2 may not be identical throughout the report because of the different approaches used to summarize the data.

^c Number in one board has been estimated.

^d Refers to school staff who have non-instructional duties, such as guidance personnel and librarians.

^e Not included in total.

^f Includes personnel with professional qualifications providing educational services to students, such as psychologists, social workers, and attendance counsellors.

^g Includes such staff as chaplains, lifeguards, outdoor education staff, lunchroom supervisors, and nurses-aides.

^h Includes staff employed in public information, food services, plant operation and maintenance, and pupil transportation.

Table 3.3: Median Salaries by Occupational Group and Sex, 1989

Occupational Group	Male Salaries (\$)	Female Salaries (\$)
Group 1/1A*		
Directors/assistant directors of education	90 928	92 500
Supervisory officers	83 176	82 428
Consultants	59 611	55 837
Group 2*		
Principals		
Elementary	65 800	64 300
Secondary	72 800	71 500
Vice-principals		
Elementary	58 400	58 100
Secondary	64 400	63 600
Department heads		
Elementary	54 500	53 300
Secondary	58 100	56 500
Regular teachers		
Elementary	49 600	41 600
Secondary	52 500	46 700
Others		
Elementary	51 500	46 100
Secondary	59 600	53 500
Group 3		
Clerical and secretarial	25 966	22 449
Other staff		
Supervisory	42 741	34 460
Non-supervisory	27 915	24 100
Other professional staff (non-teaching)	46 757	38 032
Paid teacher-aides	19 476	18 752
Technicians	27 251	24 539
Other paraprofessionals	25 674	16 756

Source: September Board Report and Educator Data Base, 1989.

Note: Based on all publicly supported board types.

* According to qualifications and years of experience.

Table 4.1: Public School Boards, Elementary: Distribution of Full-Time Teachers by Position and Sex, 1978 and 1989

Position	No. of Females	No. of Males	Total	% Females	% Males
Principal					
1978	166	2 325	2 491	6.7	93.3
1989	448	2 008	2 456	18.2	81.8
Change	282	-317	-35	11.5	-11.5
Vice-principal					
1978	176	963	1 139	15.5	84.5
1989	556	856	1 412	39.4	60.6
Change	380	-107	273	23.9	-23.9
Department head					
1978	133	232	365	36.4	63.6
1989	118	157	275	42.9	57.1
Change	-15	-75	-90	6.5	-6.5
Classroom teacher					
1978	22 084	9 246	31 330	70.5	29.5
1989	27 779	9 674	37 473	74.2	25.8
Change	5 715	428	6 143	3.7	-3.7
Other					
1978	2 526	688	3 214	78.6	21.4
1989	3 012	801	3 813	79.0	21.0
Change	486	113	599	0.4	-0.4
Total					
1978	25 085	13 454	38 539	65.1	34.9
1989	31 933	13 496	45 429	70.3	29.7
Change	6 848	42	6 890	5.2	-5.2

Source: September School and Board Reports, 1978 and 1989.

Note: The 1989 numbers exclude the 850 teachers in Grades 7, 8, and 9. These account for less than 1 per cent of the total number of positions.

Table 4.2: Public School Boards, Elementary: Distribution of Full-Time Teachers by Total Teaching Experience and Sex, 1978 and 1989

Teaching Experience	No. of Females	No. of Males	Total	% Females	% Males
Beginners					
1978	446	169	615	72.5	27.5
1989	1 722	478	2 200	78.3	21.7
Change	1 276	309	1 585	5.8	-5.8
1-10 years					
1978	13 065	6 004	19 069	68.5	31.5
1989	10 846	2 318	13 164	82.4	17.6
Change	-2 219	-3 686	-5 905	13.9	-13.9
11-20 years					
1978	8 281	5 173	13 454	61.6	38.4
1989	11 766	5 254	17 020	69.1	30.9
Change	3 485	81	3 566	7.5	-7.5
21-30 years					
1978	2 735	1 769	4 504	60.7	39.3
1989	6 935	4 968	11 903	58.3	41.7
Change	4 200	3 199	7 399	-2.4	2.4
31+ years					
1978	558	339	897	62.2	37.8
1989	848	719	1 567	54.1	45.9
Change	290	380	670	-8.1	8.1
Total					
1978	25 085	13 454	38 539	65.1	34.9
1989	32 117	13 737	45 854	70.0	30.0
Change	7 032	283	7 315	4.9	-4.9

Source: September School and Board Reports, 1978 and 1989.

Note: The 1989 numbers exclude the 850 teachers in Grades 7, 8, and 9. These account for less than 1 per cent of the total number of positions.

Table 4.3: Public School Boards, Elementary: Distribution of Full-Time Teachers by Highest Degree Obtained and Sex, 1978 and 1989

Highest Degree	No. of Females	No. of Males	Total	% Females	% Males
No Degree					
1978	13 200	2 645	15 845	83.3	16.7
1989	9 589	1 363	10 952	87.6	12.4
Change	-3 611	-1 282	-4 893	4.3	-4.3
Bachelor's					
1978	11 485	9 540	21 025	54.6	45.4
1989	20 321	9 494	29 815	68.2	31.8
Change	8 836	-46	8 790	13.6	-13.6
Master's					
1978	369	1 236	1 605	23.0	77.0
1989	1 885	2 504	4 389	42.9	57.1
Change	1 516	1 268	2 784	19.9	-19.9
Doctorate					
1978	9	8	17	52.9	47.1
1989	22	21	43	51.2	48.8
Change	13	13	26	-1.7	1.7
Total*					
1978	25 063	13 429	38 492	65.1	34.9
1989	31 817	13 382	45 199	70.4	29.6
Change	6 754	-47	6 707	5.3	-5.3

Source: September School and Board Reports, 1978 and 1989.

Note: The 1989 numbers exclude the 850 teachers in Grades 7, 8, and 9. These account for less than 1 per cent of the total number of positions.

* Does not include teachers who did not report the highest degree obtained; 22 women and 25 men in 1978; 116 women and 114 men in 1989.

Table 4.4: Public School Boards, Secondary: Distribution of Full-Time Teachers by Position and Sex, 1978 and 1989

Position	No. of Females	No. of Males	Total	% Females	% Males
Principal					
1978	17	560	577	2.9	97.1
1989	56	478	534	10.5	89.5
Change	39	-82	-43	7.6	-7.6
Vice-principal					
1978	59	759	818	7.2	92.8
1989	192	664	856	22.4	77.6
Change	133	-95	38	15.2	-15.2
Department head					
1978	1 328	5 406	6 734	19.7	80.3
1989	1 979	4 798	6 777	29.2	70.8
Change	651	-608	43	9.5	-9.5
Classroom teacher					
1978	8 728	16 818	25 546	34.2	65.8
1989	9 899	13 942	23 841	41.5	58.5
Change	1 171	-2 876	-1 705	7.3	-7.3
Other					
1978	544	1 108	1 652	32.9	67.1
1989	679	710	1 389	48.9	51.1
Change	135	-398	-263	16.0	-16.0
Total					
1978	10 676	24 651	35 327	30.2	69.8
1989	12 805	20 592	33 397	38.3	61.7
Change	2 129	-4 059	-1 930	8.1	-8.1

Source: September School and Board Reports, 1978 and 1989.

Note: The 1989 numbers exclude the 850 teachers in Grades 7, 8, and 9. These account for less than 1 per cent of the total number of positions.

Table 4.5: Public School Boards, Secondary: Distribution of Full-Time Teachers by Total Teaching Experience and Sex, 1978 and 1989

Teaching Experience	No. of Females	No. of Males	Total	% Females	% Males
Beginners					
1978	407	428	835	48.7	51.3
1989	575	502	1 077	53.4	46.6
Change	168	74	242	4.6	-4.6
1-10 years					
1978	6 182	9 687	15 869	39.0	61.0
1989	4 974	3 633	8 607	57.8	42.2
Change	-1 208	-6 054	-7 262	18.8	-18.8
11-20 years					
1978	3 086	11 107	14 193	21.7	78.3
1989	4 978	7 360	12 338	40.3	59.7
Change	1 892	-3 747	-1 855	18.6	-18.6
21-30 years					
1978	821	3 014	3 835	21.4	78.6
1989	2 236	8 511	10 747	20.8	79.2
Change	1 415	5 497	6 912	-0.6	0.6
31+ years					
1978	180	415	595	30.3	69.7
1989	169	706	875	19.3	80.7
Change	-11	291	280	-10.9	10.9
Total					
1978	10 676	24 651	35 327	30.2	69.8
1989	12 932	20 712	33 644	38.4	61.6
Change	2 256	-3 939	-1 683	8.2	-8.2

Source: September School and Board Reports, 1978 and 1989.

Note: The 1989 numbers exclude the 850 teachers in Grades 7, 8, and 9. These account for less than 1 per cent of the total number of positions.

Table 4.6: Public School Boards, Secondary: Distribution of Full-Time Teachers by Highest Degree Obtained and Sex, 1978 and 1989

Highest Degree	No. of Females	No. of Males	Total	% Females	% Males
No degree					
1978	846	4 217	5 063	16.7	83.3
1989	514	2 092	2 606	19.7	80.3
Change	-332	-2 125	-2 457	3.0	-3.0
Bachelor's					
1978	9 009	17 580	26 589	33.9	66.1
1989	10 700	14 995	25 695	41.6	58.4
Change	1 691	-2 585	-894	7.7	-7.7
Master's					
1978	777	2 733	3 510	22.1	77.9
1989	1 479	3 342	4 821	30.7	69.3
Change	702	609	1 311	8.6	-8.6
Doctorate					
1978	19	82	101	18.8	81.2
1989	23	76	99	23.2	76.8
Change	4	-6	-2	4.4	-4.4
Total*					
1978	10 651	24 612	35 263	30.2	69.8
1989	12 716	20 505	33 221	38.3	61.7
Change	2 065	-4 107	-2 042	8.1	-8.1

Source: September School and Board Reports, 1978 and 1989.

Note: The 1989 numbers exclude the 850 teachers in Grades 7, 8, and 9. These account for less than 1 per cent of the total number of positions.

* Does not include teachers who did not report the highest degree obtained: 25 women and 39 men in 1978; 89 women and 87 men in 1989.

**Table 4.7: Public School Boards, Elementary and Secondary:
Distribution of Full-Time Teachers by Highest Teaching
Level and Sex, 1987 and 1989**

Teaching Level	No. of Females	No. of Males	Total	% Females	% Males
JK/Kindergarten					
1987	2 271	58	2 329	97.5	2.5
1989	2 756	70	2 826	97.5	2.5
Change	485	12	497	0.0	0.0
Grades 1-3					
1987	8 582	667	9 249	92.8	7.2
1989	10 122	813	10 935	92.6	7.4
Change	1 540	146	1 686	-0.2	0.2
Grades 4-6					
1987	5 839	3 643	9 482	61.6	38.4
1989	7 215	3 638	10 853	66.5	33.5
Change	1 376	-5	1 371	4.9	-4.9
Grades 7-8					
1987	4 537	4 936	9 473	47.9	52.1
1989	5 030	4 618	9 648	52.1	47.9
Change	493	-318	175	4.2	-4.2
JK-Grade 8					
1987	4 002	2 284	6 286	63.7	36.3
1989	5 184	3 613	8 797	58.9	41.1
Change	1 182	1 329	2 511	-4.8	4.8
Grades 9-10					
1987	895	1 175	2 070	43.2	56.8
1989	1 134	1 093	2 227	50.9	49.1
Change	239	-82	157	7.7	-7.7
Grades 11-12					
1987	5 301	9 016	14 317	37.0	63.0
1989	4 967	6 972	11 939	41.6	58.4
Change	-334	-2 044	-2 378	4.6	-4.6
Grade 13/OAC					
1987	2 191	6 046	8 237	26.6	73.4
1989	1 977	3 955	5 932	33.3	66.7
Change	-214	-2 091	-2 305	6.7	-6.7
Grades 9-13/OAC					
1987	2 579	4 025	6 604	39.1	60.9
1989	4 760	8 776	13 536	35.2	64.8
Change	2 181	4 751	6 932	-3.9	3.9
Ungraded					
1987	2 196	1 269	3 465	63.4	36.6
1989	1 868	902	2 770	67.4	32.6
Change	-328	-367	-695	4.0	-4.0
Not reported					
1987	361	1 564	1 925	18.8	81.2
1989	N.A.	N.A.	N.A.		
Change	N.A.	N.A.	N.A.		
Total					
1987	38 754	34 683	73 437	52.8	47.2
1989	45 013	34 450	79 463	56.6	43.4
Change	6 259	-233	6 026	3.8	-3.8

Source: September School and Board Reports, 1987 and 1989.

Notes: The data are not comparable with those for the years before 1987 because of the extension of public funding to Roman Catholic schools from 1985 to 1987. With the introduction of the new database and its definitions, "Unreported" has been eliminated. Individuals holding administrative posts such as principal have been assigned to either JK-Grade 8 or Grades 9-13/OAC, depending upon the school. In 1987 they were reported under "Not Reported". It is felt that 1987 provides a more appropriate base for comparison with 1989 because of identical data categories.

**Table 4.8: Roman Catholic School Boards, Elementary:
Distribution of Full-Time Teachers by Position and
Sex, 1985 and 1989**

Position	No. of Females	No. of Males	Total	% Females	% Males
Principal					
1985	254	960	1 214	20.9	79.1
1989	331	954	1 285	25.8	74.2
Change	77	-6	71	4.9	-4.9
Vice-principal					
1985	86	213	299	28.8	71.2
1989	159	273	432	36.8	63.2
Change	73	60	133	8.0	8.0
Department head					
1985	4	3	7	57.1	42.9
1989	4	1	5	80.0	20.0
Change	0	-2	-2	22.9	-22.9
Classroom teacher					
1985	11 460	3 218	14 678	78.1	21.9
1989	14 334	3 503	17 837	80.4	19.6
Change	2 874	285	3 159	2.3	-2.3
Other					
1985	1 238	296	1 534	80.7	19.3
1989	1 842	403	2 245	82.0	18.0
Change	604	107	711	1.3	-1.3
Total					
1985	13 042	4 690	17 732	73.6	26.4
1989	16 670	5 134	21 804	76.5	23.5
Change	3 628	444	4 072	2.9	-2.9

Source: September School and Board Reports, 1985 and 1989.

Notes: The data are not comparable with those for the years before 1987 because of the extension of public funding to Roman Catholic schools from 1985 to 1987.

The 1989 numbers exclude the 850 teachers in Grades 7, 8, and 9. These account for less than 1 per cent of the total number of positions.

**Table 4.9: Roman Catholic School Boards, Elementary:
Distribution of Full-Time Teachers by Total Teaching
Experience and Sex, 1985 and 1989**

Teaching Experience	No. of Females	No. of Males	Total	% Females	% Males
Beginners					
1985	369	126	495	74.5	25.5
1989	942	340	1 282	73.5	26.5
Change	573	214	787	-1.0	1.0
1-10 years					
1985	4 481	1 427	5 908	75.8	24.2
1989	6 137	1 396	7 533	81.5	18.5
Change	1 656	-31	1 625	5.7	-5.7
11-20 years					
1985	5 484	2 059	7 543	72.7	27.3
1989	5 919	1 935	7 854	75.4	24.6
Change	435	-124	311	2.7	-2.7
21-30 years					
1985	2 336	984	3 320	70.4	29.6
1989	3 272	1 356	4 628	70.7	29.3
Change	936	372	1 308	0.3	-0.3
31+ years					
1985	372	94	466	79.8	20.2
1989	479	171	650	73.7	26.3
Change	107	77	184	-6.1	6.1
Total					
1985	13 042	4 690	17 732	73.6	26.4
1989	16 749	5 198	21 947	76.3	23.7
Change	3 707	508	4 215	2.7	-2.7

Source: September School and Board Reports, 1985 and 1989.

Notes: The data are not comparable with those for the years before 1987 because of the extension of public funding to Roman Catholic schools from 1985 to 1987.

The 1989 numbers exclude the 850 teachers in Grades 7, 8, and 9. These account for less than 1 per cent of the total number of positions.

**Table 4.10: Roman Catholic School Boards, Elementary:
Distribution of Full-Time Teachers by Highest Degree
Obtained and Sex, 1985 and 1989**

Highest Degree	No. of Females	No. of Males	Total	% Females	% Males
No degree					
1985	5 453	518	5 971	91.3	8.7
1989	5 382	403	5 790	93.0	7.0
Change	-71	-110	-181	1.7	-1.7
Bachelor's					
1985	7 120	3 366	10 486	67.9	32.1
1989	10 409	3 662	14 071	74.0	26.0
Change	3 289	296	3 585	6.1	-6.1
Master's					
1985	448	781	1 229	36.5	63.5
1989	733	934	1 667	44.0	56.0
Change	285	153	438	7.5	-7.5
Doctorate					
1985	5	8	13	38.5	61.5
1989	4	6	10	40.0	60.0
Change	-1	-2	-3	1.5	-1.5
Total*					
1985	13 026	4 673	17 699	73.6	26.4
1989	16 528	5 010	21 538	76.7	23.3
Change	3 502	337	3 839	3.1	-3.1

Source: September School and Board Reports, 1985 and 1989.

Notes: The data are not comparable with those for the years before 1987 because of the extension of public funding to Roman Catholic schools from 1985 to 1987.

The 1989 numbers exclude the 850 teachers in Grades 7, 8, and 9. These account for less than 1 per cent of the total number of positions.

* Does not include teachers who did not report their highest degree obtained: 16 women and 17 men in 1985; 142 women and 122 men in 1989.

**Table 4.11: Roman Catholic School Boards, Secondary:
Distribution of Full-Time Teachers by Position and
Sex, 1987 and 1989**

Position	No. of Females	No. of Males	Total	% Females	% Males
Principal					
1987	30	99	129	23.3	76.7
1989	30	124	154	19.5	80.5
Change	0	25	25	-3.8	3.8
Vice-principal					
1987	35	146	181	19.3	80.7
1989	64	185	249	25.7	74.3
Change	29	39	68	6.4	-6.4
Department head					
1987	344	705	1 049	32.8	67.2
1989	538	973	1 511	35.6	64.4
Change	194	268	462	2.8	-2.8
Classroom teacher					
1987	2 400	2 501	4 901	49.0	51.0
1989	3 228	3 304	6 532	49.4	50.6
Change	828	803	1 631	0.4	-0.4
Other					
1987	132	102	234	56.4	43.6
1989	170	128	298	57.0	43.0
Change	38	26	64	0.6	-0.6
Total					
1987	2 941	3 553	6 494	45.3	54.7
1989	4 030	4 714	8 744	46.1	53.9
Change	1 089	1 161	2 250	0.8	-0.8

Source: September School and Board Reports, 1987 and 1989.

Notes: The data are not comparable with those for the years before 1987 because of the extension of public funding to Roman Catholic schools from 1985 to 1987.

The 1989 numbers exclude the 850 teachers in Grades 7, 8, and 9. These account for less than 1 per cent of the total number of positions.

**Table 4.12: Roman Catholic School Boards, Secondary:
Distribution of Full-Time Teachers by Total Teaching
Experience and Sex, 1987 and 1989**

Teaching Experience	No. of Females	No. of Males	Total	% Females	% Males
Beginners					
1987	210	165	375	56.0	44.0
1989	284	212	496	57.3	42.7
Change	74	47	121	1.3	-1.3
1-10 years					
1987	1 472	1 448	2 920	50.4	49.6
1989	2 056	1 852	3 908	52.6	47.4
Change	584	404	988	2.2	-2.2
11-20 years					
1987	931	1 380	2 311	40.3	59.7
1989	1 238	1 782	3 020	41.0	59.0
Change	307	402	407	-0.7	0.7
21-30 years					
1987	280	513	793	35.3	64.7
1989	426	828	1 254	34.0	66.0
Change	146	315	461	-1.3	1.3
31+ years					
1987	48	47	95	50.5	49.5
1989	65	72	137	47.4	52.6
Change	17	25	42	-3.1	3.1
Total					
1987	2 941	3 553	6 494	45.3	54.7
1989	4 069	4 746	8 815	46.2	53.8
Change	1 128	1 193	2 321	0.9	-0.9

Source: September School and Board Reports, 1987 and 1989.

Notes: The data are not comparable with those for the years before 1987 because of the extension of public funding to Roman Catholic schools from 1985 to 1987.

The 1989 numbers exclude the 850 teachers in Grades 7, 8, and 9. These account for less than 1 per cent of the total number of positions.

**Table 4.13: Roman Catholic School Boards, Secondary:
Distribution of Full-Time Teachers by Highest Degree
Obtained and Sex, 1987 and 1989**

Highest Degree	No. of Females	No. of Males	Total	% Females	% Males
No degree					
1987	108	134	242	44.6	55.4
1989	133	191	324	41.0	59.0
Change	25	57	82	-3.6	-3.6
Bachelor's					
1987	2 493	2 798	5 291	47.1	52.9
1989	3 375	3 680	7 055	47.8	52.2
Change	882	882	1 764	0.7	-0.7
Master's					
1987	321	581	902	35.6	64.4
1989	471	777	1 248	37.7	62.3
Change	150	196	346	2.1	-2.1
Doctorate					
1987	5	22	27	18.5	81.5
1989	8	23	31	25.8	74.2
Change	3	1	4	7.3	-7.3
Total*					
1987	2 927	3 535	6 462	45.3	54.7
1989	3 987	4 671	8 658	46.0	54.0
Change	1 060	1 136	2 196	0.7	-0.7

Source: September School and Board Reports, 1987 and 1989.

Notes: The data are not comparable with those for the years before 1987 because of the extension of public funding to Roman Catholic schools from 1985 to 1987.

The 1989 numbers exclude the 850 teachers in Grades 7, 8, and 9. These account for less than 1 per cent of the total number of positions.

* Does not include teachers who did not report their highest degree obtained: 14 women and 18 men in 1987; 43 women and 43 men in 1989.

Table 4.14: Roman Catholic School Boards, Elementary and Secondary: Distribution of Full-Time Teachers by Highest Teaching Level and Sex, 1987 and 1989

Teaching Level	No. of Females	No. of Males	Total	% Females	% Males
JK/Kindergarten					
1987	1 553	26	1 579	98.4	1.6
1989	1 768	31	1 799	98.3	1.7
Change	215	5	220	-0.1	0.1
Grades 1-3					
1987	4 386	224	4 610	95.1	4.9
1989	5 060	277	5 337	94.8	5.2
Change	674	53	727	-0.3	0.3
Grades 4-6					
1987	3 362	1 243	4 605	73.0	27.0
1989	3 866	1 313	5 179	74.6	25.4
Change	504	70	574	1.6	-1.6
Grades 7-8					
1987	2 516	1 861	4 377	57.5	42.5
1989	2 751	1 875	4 626	59.5	40.5
Change	235	14	249	2.0	-2.0
JK-Grade 8					
1987	2 079	887	2 966	70.1	29.9
1989	2 845	1 539	4 384	64.9	35.1
Change	766	652	213	-5.2	5.2
Grades 9-10					
1987	583	707	1 290	45.2	54.8
1989	646	613	1 259	51.3	48.7
Change	63	-94	-31	6.1	-6.1
Grades 11-12					
1987	1 274	1 342	2 616	48.7	51.3
1989	1 361	1 388	2 749	49.5	50.5
Change	87	46	133	0.8	-0.8
Grade 13/OAC					
1987	408	755	1 163	35.1	64.9
1989	476	704	1 180	40.3	59.7
Change	68	-51	17	5.3	-5.3
Grades 9-13/OAC					
1987	737	560	1 297	56.8	43.2
1989	1 614	2 074	3 688	43.8	56.2
Change	877	1 514	2 391	-13.1	13.1
Ungraded					
1987	400	195	595	67.2	32.8
1989	430	130	560	76.8	23.2
Change	30	-65	-35	9.6	-9.6
Not reported					
1987	187	539	726	25.8	74.2
1989	N.A.	N.A.	N.A.		
Change	N.A.	N.A.	N.A.		
Total					
1987	17 485	8 339	25 824	67.7	32.3
1989	20 817	9 944	30 761	67.7	32.3
Change	3 332	1 605	4 937	0.0	0.0

Source: September School and Board Reports, 1987 and 1989.

Notes: The data are not comparable with those for the years before 1987 because of the extension of public funding to Roman Catholic schools from 1985 to 1987.

With the introduction of the new database and its definitions, "Unreported" has been eliminated.

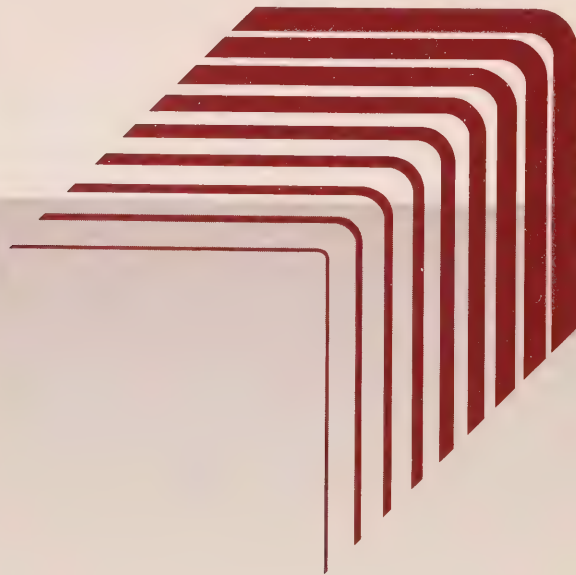
Individuals holding administrative posts such as principal have been assigned to either JK-Grade 8 or Grades 9-13/OAC, depending upon the school. In 1987 they were reported under "Not Reported". It is felt that 1987 provides a more appropriate base for comparison with 1989 because of identical data categories.



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